

**Cutler-Orosi Joint Unified School District
Regular Meeting of the Board of Trustees
Thursday, January 18, 2024
Open Session: 5:30 p.m. - Closed Session 6:30 p.m.**

**Meeting Location:
District Office - Board Room
12623 Avenue 416
Orosi CA 93647
(559) 528-4763**

REGULAR BOARD MEETING AGENDA

ROLL CALL AND ESTABLISHMENT OF QUORUM

	<u>Present</u>	<u>Absent</u>
Sandra Williams, Board President	_____	_____
Delia Martinez, Board Vice President	_____	_____
Joni Jordan, Board Clerk	_____	_____
Mary Helen Espino, Trustee	_____	_____
Marisol Rubalcaba, Trustee	_____	_____
Margie Salazar, Trustee	_____	_____
Javier Quevedo, Trustee	_____	_____

Staff:

Yolanda Valdez	_____	Antonio Quintanilla	_____	Marlena Celaya	_____
Craig Drennan	_____	Linda Montemayor	_____	Victoria Guzman	_____
Shevonne Swanson	_____	Jayboy Camaquin	_____	Larissa Goosev	_____
Faith Coleman	_____	Ray Quintana	_____	Diana Vides	_____
Sunsie Tumacder	_____	Leanne Cerda	_____	Melissa Delgadillo	_____
Raffi Soghomonian	_____	Veronica Raigoza	_____	Yovana Castillo	_____
Lisa Castillo	_____	Jody Rush	_____	COUTA Representative	_____
		Micaela Macareno	_____	CSEA Representative	_____

PLEASE BE COURTEOUS AND SILENCE YOUR CELL PHONES. – THANK YOU

Notice to the public: The meetings of the Board are scheduled for the purpose of conducting business of the school district and, therefore, are not public meetings, but rather meetings held in public. Questions regarding procedures and practices should be addressed to your school principal or to the District Superintendent. Members of the public will be given an opportunity to speak at every regular meeting of the Board—3 minutes per speaker and up to 20 minutes total on any given item. To speak, members of the public must fill out a card requesting time. The cards are available at the Board meeting. To place an item on the agenda, arrangements must be made with the Superintendent ten (10) days prior to a regular Board meeting.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange for an alternative agenda document format or to arrange for aid or services to modify or to accommodate persons with a disability for them to participate in a public meeting, please provide a written request to the Superintendent at the District Office at least three (3) working days prior to any public meeting.

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on “protected genetic information” in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

CALL TO ORDER- REGULAR OPEN SESSION at: Time: _____ By: _____

Pledge of Allegiance led by: _____

BOARD GOALS:

1. **Achieve academic excellence and meet the needs of all students in a safe supportive environment.**
2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.**
3. **Create efficient and effective systems that are innovative, accountable, and proactive.**

PRESENTATIONS AND REPORTS (non-action items)

Superintendent's Report

- **Palm Elementary School**
- **Facilities/Safety Report**

Student Board Representatives Report

- **Orosi High School Student Board Representative – Jorge Rodriguez**
- **Alternative School Student Board Representative – Daniel Navarete**

RECESS

Motion for recess made by: _____

Motion Seconded by: _____

Recess called _____ p.m.

_____/_____/_____
Yes No Abstain

Recess closed at _____ p.m.

PUBLIC COMMENTS FOR CONSENT/ CURRICULUM & INSTRUCTION AND ADMINISTRATIVE /ORGANIZATIONAL ITEMS INCLUDED ON THE AGENDA:

Time is allocated for members of the public to comment on issues of concern related to District business. Action and/or discussion cannot be taken by the Board on items not already on the agenda. Persons wishing to address the Board must fill out a card which will indicate their names, addresses, group or organization they represent, and subject upon which they intend to speak. Individuals are requested to limit their comments to 3 minutes per speaker and up to 20 minutes total on any given item.

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on "protected genetic information" in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

CONSENT ITEMS

<u>Item #</u>	<u>Page #</u>	<u>Description</u>	<u>Goal #</u>
1	9-23	Minutes of the Regular Board Meeting Dated December 14, 2023	3
2	24-29	Accounts Payable Total Payments Dated December 1, 2023, Through December 21, 2023	3
3	30-31	December Cash Balance Report	3
4	32-35	Budget Revision #5	3
5	36-45	State of California AG/FFA Leadership Conference Student Overnight Trip to Sacramento, CA	1, 2
6	46-51	Made for Excellence and Advanced Leadership Conference Student Overnight Trip to Visalia, CA	1, 2
7	52-58	Work Based Learning Leadership Development FFA/AG Western Bonanza Livestock Show Student Overnight Trip to Paso Robles, CA	1, 2
8	59-60	Interdistrict Transfer Requests	1,3
9	61-230	School Accountability Report Cards Motion to approve Item #1- 9 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	3

CURRICULUM/ INSTRUCTION ITEMS

10	231	January Curriculum and Instruction Report Motion to accept Item #10 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1
11	232-233	Approval of 2024-2025 District Calendar Motion to approve Item #11 made by: _____ Motion Seconded by: _____ _____/_____/_____ Yes No Abstain	1, 2, 3

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ADMINISTRATIVE/ORGANIZATIONAL ITEMS**12 234 Annual Audit Report as of June 30, 2023**

Motion to approve Item #12 made by: _____

Motion Seconded by: _____

_____/_____/_____

Yes No Abstain

13 235-243 Approval of the Job Description for the Full Time Community Schools Coordinator and Approval of (1) Full Time Director of Grants Position and Job Description - Grant Funded

Motion to approve Item #13 made by: _____

Motion Seconded by: _____

_____/_____/_____

Yes No Abstain

14 244 Proposal to Reclassify the Program Coordinator Positions to Program Managers and Approval of (2) Bus Driver/Custodian Positions - Grant Funded**3**

Motion to approve Item #14 made by: _____

Motion Seconded by: _____

_____/_____/_____

Yes No Abstain

PUBLIC COMMENTS CLOSED SESSION ITEMS:

Time is allocated for members of the public to comment on issues of concern related to District business. Action and/or discussion cannot be taken by the Board on items not already on the agenda. Persons wishing to address the Board must fill out a card which will indicate their names, addresses, group or organization they represent, and subject upon which they intend to speak. Individuals are requested to limit their comments to 3 minutes per speaker and up to 20 minutes total on any given item.

CLOSING ACTIVITIES: The Governing Board members have an opportunity to comment.

Motion to adjourn to Closed Session at _____ p.m. made by: _____

Motion Seconded by: _____

_____/_____/_____

Yes No Abstain

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CLOSED SESSION

<u>Item A</u>	<u>Personnel (Gov. Code 54957): The Board will meet to consider Public Employee</u>	<u>Board Goal</u>
<u>Page(s)</u>	<u>for:</u>	<u>3</u>
<u>245-246</u>	<u>EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:</u>	

1. Teacher at El Monte Middle School, effective January 16, 2024, paid at Column I, Step 1.
2. Outreach Aide at the Family Education Center, effective December 18, 2023, paid at Range 15, Step 1.
3. R&E Aide at Cutler Elementary School, effective January 16, 2024, paid at Range 15, Step 1.
4. Special Education Preschool Aide at Palm Elementary School, effective January 16, 2024, paid at Range 17, Step 1.

PROMOTIONS/REASSIGNMENTS:

5. From Preschool Teacher to TK Teacher at Palm Elementary School, effective January 16, 2024, paid at Column I, Step 1.
6. From R & E Program Coordinator to Program Manager, District Wide, effective January 22, 2024, paid at Ratio .80, Step 6.
7. From Grant Coordinator to Program Manager at Family Education Center, paid at Ratio .80, Step 6.

RESIGNATIONS/RETIREMENTS:

8. Teacher at El Monte Middle School, resigned effective December 21, 2023.
9. R&E Aide at Cutler Elementary School, resigned effective December 4, 2023.
10. Avid Tutor at Orosi High School, resigned effective December 15, 2023.
11. Outreach Aide at the Family Education Center, resigned effective January 1, 2024.
12. Computer Site Technician at Orosi High School, resigned effective January 4, 2024.

LEAVES: (Statutory – For Informational Purposes):

13. Expanded Learning Specialist at Orosi High School, on Baby Bonding Leave beginning December 7, 2023, through January 8, 2024.

Motion to approve Item A - Public Employee Appointment/Employment for the position(s) listed made by: _____ Motion Seconded by: _____

Yes / No / Abstain

<u>Item B</u>	<u>Public Employee Discipline/Dismissal/Release, G.C. 54957</u>	<u>3</u>
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Motion to approve Item B - Public Employee Discipline Dismissal Release made by: _____ Motion Seconded by: _____

Yes / No / Abstain

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CLOSED SESSION ITEMS – continued**Item C Conference with Labor Negotiators – Gov. Code Section 54957.6, 3549.1 – (Non-Action discussion item only) 3**

District Designated Representatives: Yolanda Valdez
 Craig Drennan
 Dr. Ken Caves

Employee Organization: COUTA
 CSEA Chapter #253

Unrepresented Employees: Confidential/Management
 (all positions in this group)

Item D Conference with Legal Counsel – Pending Litigation Gov. Code § 54956.9(e)(3) – Non-Action Discussion Item

- E.E. vs. Cutler-Orosi JUSD – Case # VCU293921
- M.A.M vs. Cutler -Orosi JUSD – Case # 294473

Item E: Item D Student Expulsion, Suspension, or Disciplinary Action or Other Action Involving Pupil Records (Ed Code 35146; 48912(b); 48918(c) – The following cases are presented for discussion during closed session. Action will be taken during open session.**Recommendation for Expulsion - Case Number/s:**

- 2022-2023-11 – Enforce
- 2022-2023-12 – Expunge

Adjournment to Open Session:

Motion to adjourn Closed Session at _____ p.m. and reconvene into
 Open Session made by: _____ Motion Seconded by: _____

_____/_____/_____
 Yes No Abstain

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REPORTING OF CLOSED SESSION ITEMS

Item A Personnel (Gov. Code 54957): The Board will meet to consider Public Employee for EMPLOYMENT/ADDITIONAL POSITIONS/HOURS: 3

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LEAVES: (Statutory – For Informational Purposes):

13. Expanded Learning Specialist at Orosi High School, on Baby Bonding Leave beginning December 7, 2023, through January 8, 2024.

Item B Public Employee Discipline/Dismissal/Release, G.C. 54957 3

Item C Conference with Labor Negotiators – Gov. Code Section 54957.6, 3549.1 – (Non-Action discussion item only) 3

Item D Conference with Legal Counsel – Pending Litigation Gov. Code § 54956.9(e)(3) – Non-Action Discussion Item

- E.E. vs. Cutler-Orosi JUSD – Case # VCU293921
- M.A.M vs. Cutler -Orosi JUSD – Case # 294473

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Item E **Item D Student Expulsion, Suspension, or Disciplinary Action or Other Action Involving Pupil Records (Ed Code 35146; 48912(b); 48918(c) – The following cases are presented for discussion during closed session.**

Recommendation for Expulsion - Case Number/s:

- 2022-2023-11 – Enforce
- 2022-2023-12 – Expunge

Motion to approve Item #E made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

CLOSING ACTIVITIES: The Governing Board members have an opportunity to comment.

The next Regular Meeting of the Board of Trustees will be held on Thursday, February 8, 2024, with Open Session beginning at 5:30 p.m. and Closed Session at 6:30 p.m. The Board Meeting will take place at the COJUSD Board Room – 12623 Avenue 416, Oroshi CA 93647.

ADJOURNMENT: Motion to adjourn the meeting made by: _____
Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

Meeting adjourned at: _____ p.m.

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on “protected genetic information” in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Oroshi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Oroshi, CA.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MINUTES OF THE ANNUAL ORGANIZATIONAL
AND REGULAR BOARD MEETING DATED
DECEMBER 14, 2023**

ATTACHMENTS: **MINUTES OF THE ANNUAL ORGANIZATIONAL
AND REGULAR BOARD MEETING DATED
DECEMBER 14, 2023**

FUNDING SOURCE: **N/A**

DISCUSSION:

The Annual Organizational Meeting and a Regular Meeting of the Board of Trustees was held on December 14, 2023. Attached for review and approval are the minutes from the meeting.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and approved
this item: Yolanda Valdez, Superintendent*

BOARD GOAL:

☐

1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.

☐

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Annual Organizational and Regular Board Meeting Minutes Dated December 14, 2023.

PROPOSED ACTION:

APPROVE

Item #:1

Cutler-Orosi Joint Unified School District
Office Phone Number:(559) 528-4763

Meeting Location:
COJUSD - Board Room
12623 Avenue 416
Orosi CA 93647

MINUTES OF THE BOARD OF TRUSTEES REGULAR BOARD MEETING

Regular
Type of Meeting

5:30 p.m.
Time

Thursday
Day

December 14, 2023
Date

ROSTER OF ATTENDANCE

Board of Trustees

Sandra Williams, Board President
Delia Martinez, Vice President
Joni Jordan, Board Clerk - Trustee
Mary Helen Espino, Trustee
Marisol Rubalcaba, Trustee
Margie Salazar, Trustee
Javier Quevedo, Trustee

District Office Administrative Staff

Yolanda Valdez
Craig Drennan
Shevonne Swanson
Sunsie Tumacder
Raffi Soghomonian
Jody Rush
Lisa Castillo

Jayboy Camaquin
Ray Quintana
Leanne Cerda
Veronica Raigoza
Linda Montemayor
Antonio Quintanilla
Micaela Macareno

School Site Principals

Marlena Celaya – OHS Principal
Larissa Goosev – El Monte Principal
Dr. Diana Vides – Cutler Elem. Principal
Melissa Delgadillo – Golden Valley Elementary
Yovana Castillo – Palm Elem. School Principal
Victoria Guzman – Alt. Ed. Schools Admin.

ALL TO ORDER

Pledge of Allegiance:

Others Present:

**Superintendent Presentations/ Reports –
Non- Action Items**

• **Cutler Elementary School
Presentation**

• **Safety & Facilities**

Superintendent Yolanda Valdez called the meeting to order at 5:30 p.m. She informed she would be conducting meeting until after the Annual Organizational section of the meeting took place.

The Pledge of Allegiance was led by Trustee Sandra Williams.

Anthony Saldana, Christina Casarez, Nathan Esparza, Noah Soto, Alexis Martinez, Alexis Bebokan, Abraham Guzman, Alexander Sanchez, Erika Gonzalez, Alex Ledezma, Anahide Lua, Adrian, Yolanda Contreras, Lucio Lua Diaz, Lindsay Mendoza, Ana Guerrero, Doriselda Fuentes, Mitzi Santos, Deysy Fuentes, Yolanda Arce, Rita Rubalcaba, Miracle Gonzalez, Erin Serrano, Nancy Gonzalez, Bertha Del Bosque, Michelle H, Jacquelin Rubalcaba, Mary Andrade

Cutler Elementary School Principal Diana Vides and Learning Director Mary Andrade presented a video on past current and upcoming events for Cutler Elementary School. they also presented a decorated bulletin board. They also presented recognitions to the following students, staff, and parent volunteer:

Kinder – Jessie Bulosan
Kinder DI – Silvia Didier
First Grade - Maria Reynoso
First Grade DI – Daleysa Hernandez
Second Grade – Lucero Hernandez
Second Grade DI – Jorge Rojas
Third Grade – Jonathan Santos
Third Grade DI – Emiliano Davila
Fourth Grade – Sophia Lopez
Fourth Grade DI – Samantha Juarez
Fifth Grade – Lorenzo Hernandez
Fifth Grade DI – Leah Zoe Ocampo
Parent Volunteer – Ruben Guardado
Teacher – Bertha Del Bosque
Classified Employee – Maria Gomez

After the recognition Superintendent Valdez stated on December 2nd the ActVnet training had taken place at Orosi High School. She stated there were lots of emergency response agencies present and a full demonstration took place. She stated several district employees stepped in and volunteered to play various acting roles during the demonstration. Trustee Sandra Williams stated all participants took their roles very

	seriously and she was very impressed with their work. Mrs. Williams presented each of the participants with an “Oscar Award” trophy for their participation.
<ul style="list-style-type: none"> • Orosi High School Student Board Representative 	Orosi High School Student Board Representative Jorge Rodriguez gave a presentation on OHS past, current, and upcoming events.
<ul style="list-style-type: none"> • Alternative Schools Presentation 	Lovell High School Student Board Representative Daniel Navarete gave a presentation on Alternative Ed. on past, current, and upcoming events.
Recess:	<p>A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to go into a 5-minute recess at 6:37 p.m. Recess closed at 6:42 p.m. The motion was approved with vote of 7 to 0 with the votes as follows:</p> <p>Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Margie Salazar – Yes Javier Quevedo – Yes</p>
Annual Organizational Meeting Items:	Superintendent Valdez began the organizational section of the meeting and opened up nominations for Board President.
<ul style="list-style-type: none"> • Elect Board President for the 2024 Calendar Year 	<p>Trustee Mary Helen Espino nominated Trustee Sandra Williams for Board President. No additional nominations were presented. A motion was made by Trustee Mary Helen Espino seconded by Trustee Marisol Rubalcaba to approve the nomination of Trustee Sandra Williams for Board President. The motion was approved with vote of 7 to 0 with the votes as follows:</p> <p>Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Margie Salazar – Yes Javier Quevedo – Yes</p> <p>Superintendent Valdez then handed the Board gavel to Board President Williams who continued to conduct the organizational section of the meeting.</p>
<ul style="list-style-type: none"> • Elect the Board Vice President for the 2024 Calendar Year 	<p>Trustee Javier Quevedo nominated Trustee Delia Martinez for Board Vice President. No additional nominations were presented. A motion was made by Trustee Javier Quevedo seconded by Trustee Joni Jordan to approve the nomination of Trustee Delia Martinez for Board Vice President. The motion was approved with vote of 7 to 0 with the votes as follows:</p> <p>Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Margie Salazar – Yes Javier Quevedo – Yes</p>

- **Elect the Board Clerk for the 2024 Calendar Year**

Trustee Delia Martinez nominated Trustee Joni Jordan for Board Clerk. No additional nominations were presented. A motion was made by Trustee Delia Martinez seconded by Trustee Javier Quevedo to approve the nomination of Trustee Joni Jordan for Board Clerk. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

- **Elect the Representative to Vote on 2024 Election of Members to the County Committee on School District Organization**

Board President Williams informed Trustee Javier Quevedo was currently the Board Representative and opened nominations for the position. Trustee Joni Jordan nominated Trustee Javier Quevedo for Board Representative for County Committee on School District Organization. No additional nominations were presented. A motion was made by Trustee Joni Jordan seconded by Trustee Marisol Mary Helen Espino to approve the nomination of Trustee Javier Quevedo for Board Representative in the County Committee. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

- **Set the Location, Date, and Time for Each Regular Board Meeting for the 2024 Calendar Year**

Board President Williams presented the list of dates provided. The Superintendent recommended the Board's regular meeting be conducted at Cutler-Orosi Joint Unified School District Office – Board Room located at 12623 Avenue 416 Orosi Ca 93647 on the Second Thursday of each month at 5:30 p.m., unless otherwise posted as noted in the agenda.

The proposed dates are as follows:

- Thursday, January 18, 2024 - Third Thursday (due to winter break)
- Thursday, February 8, 2024 - Second Thursday
- Thursday, March 14, 2024 - Second Thursday
- Thursday, April 11, 2024 - Second Thursday
- Thursday, April 25, 2024 – Fourth Thursday. The meeting will include Orosi High School presentation, College of the Sequoias President Presentation and Orosi High School Senior Voice Session
- Thursday, May 9, 2024 - Second Thursday. The meeting will include district retirement recognitions and will begin at 3:30 p.m. at Orosi High School.
- Thursday, June 13, 2024 – Second Thursday. The meeting will include Public Hearing presentations on the LCAP and Budget.
- Thursday, June 20, 2024 – Third Thursday, Approval of LCAP and Budget (Budget deadline June 15)
- July – No scheduled meeting
- Thursday, August 8, 2024 - Second Thursday
- Thursday, September 12, 2024 - Second Thursday
- Thursday, October 10, 2024 - Second Thursday
- Thursday, November 14, 2024 – Second Thursday
- Thursday, December 12, 2024 – Second Thursday - Annual Organizational Meeting and 1st Interim Budget Report/Budget Overview.

A motion was made by Trustee Delia Martinez seconded by Trustee Javier Quevedo to approve the Regular Board Meeting Dates for the 2024 Calendar Year. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

- **Authorization of Agents to Sign Orders in the Name of the Governing Board for the 2024 Calendar Year**

Board President Williams presented the list of Authorized signors as follows:

Sandra Williams, Trustee
 Delia Martinez, Trustee
 Joni Jordan, Trustee
 Mary Helen Espino, Trustee
 Marisol Rubalcaba, Trustee
 Margie Salazar, Trustee
 Javier Quevedo, Trustee
 Yolanda Valdez, Superintendent
 Craig Drennan, Assistant Superintendent
 Shevonne Swanson, Assistant Superintendent
 Faith Coleman, Chief Financial Office

A motion was made by Trustee Joni Jordan seconded by Delia Martinez to approve the list of authorized signors for the district. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

- **Select the Board Representative and Alternate Representative for the Valley Regional Occupational**

Board President Williams opened nominations for the Valley Regional Occupational Program Representative and Alternate Representative. Board President William informed she had been the representative for 2023 and trustee Delia Martinez was the alternative representative. Trustee Joni Jordan stated she was interested in possibly serving as the alternate representative. Trustee Delia Martinez stated her schedule made it difficult to attend event and meeting and nominated Trustee Sandra Williams to serve as the district representative and Joni Jordan to serve as the alternate representative for the Board. No additional nominations were presented.

A motion was made by Trustee Delia Martinez seconded by Trustee Margie to approve the nomination of Sandra Williams as Valley ROP Representative and Joni Jordan as Valley ROP Alternate Representative. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes

**Public Comments/ Comments on Consent/
Curriculum & Instruction and
Administrative/ Organizational Items:**

Marisol Rubalcaba – Yes
Margie Salazar – Yes
Javier Quevedo – Yes

Board President Williams conclude the Annual Organizational Section of the Meeting and opened the opportunity for Public Comments on items listed on the agenda. President Williams informed she'd received Public Comments Requests forms. She called the El Joven Noble program up for comments. Members of the program addressed the board and thanked them for their partnership with the Nuevo Comienzo which allowed for programs like these to be offered to students in the district through the lease agreement submitted as an approval item in the agenda. Superintendent Valdez informed the district would be working with them to help continue offering programs to students.

Board President then called Orosi High School Band who'd submitted a public comments card. Members of the Orosi High School Band addressed the board and thanked them for their support with their program and displayed their trophy and banner received from their participation in recent band competitions.

Superintendent Valdez provided an update on ActVnet and stated the installation of the program district wide was moving along. She stated number signs were being placed district wide.

Consent Items:

- 1 Minutes of the Regular Board Meeting Dated November 9, 2023
- 2 Minutes of the Special Board Meeting Dated November 15, 2023
- 3 Accounts Payable Total Payments Dated October 27, 2023, though November 30, 2023
- 4 Budget Revision #4
- 5 November Cash Balance Report
- 6 Ratify Acellus Gold Edition 1 – Year License for Alternative Education Sites
- 7 Ratify Alternative Education Growthpoint Technologies Agreement
- 8 Approval of Donation for Orosi High School Boys JV Soccer Program

No additional comments were presented. Board President Williams presented the Consent Items. No additional comments were presented regarding the Consent Items listed.

- 9 Ratify Proposed Service Agreement with ERC for California Community School Partnership Program Implementation
- 10 IPartner Agreement with Dollar Energy Fund
- 11 Cost Accounting Prequalification List
- 12 Ratify Agreement with Tulare Count Superintendent of Schools for IMPACT Program Services
- 13 Ratify Memorandum of Understanding with Alder GSE Lindsay Tacher Residency Program
- 14 Agreement with Nuevo Comienzo for Extension of Building Lease Agreement
- 15 Interdistrict Transfer Requests
- 16 Approval of SEAL Early Learning Sustainability Memorandum of Understanding
- 17 Approval of Memorandum of Understanding for Calculus Roundtable 2023-2024
- 18 Approval of AVID Program Agreement for 2024-2025 School Year
- 19 Memorandum of Understanding with Kawea Health – Cal Fresh Healthy Living Program
- 20 Approval of Orosi High School Student Overnight Trip to James Logan High school in Union

- City, Ca, for Speech and Debate Competition Event
- 21 Approval of Orosi High School Student Overnight Trip to University of California Berkley for Speech and Debate Competition Event
 - 22 Work Based Learning Student Overnight Trip to UC Berkley for Young Workers Leadership Academy
 - 23 Update Board Policy, Administrative Regulation and Exhibit 1312.2 – Complaints Concerning Instructional Materials
 - 24 Update Administrative Regulation 3260 – Fees and Charges
 - 25 Update Board Policy 3515 – Administrative Regulation 3515 – Campus Security
 - 26 Update Board Policy 3540 – Transportation
 - 27 Update Board Policy 4140, 4240, 4340 – Bargaining Units
 - 28 Update Board Policy 4151, 4251, 4351 – Employee Compensation
 - 29 Update Administrative Regulation 4161.1, 4261.1, 4361.1 – Personal Illness/Injury Leave
 - 30 Update Board Policy 4213.4 – Temporary Modified/Light Duty
 - 31 Update Board Policy and Administrative Regulation 4218 Dismissal/ Suspension/ Disciplinary Action

- 32 Update Administrative Regulation 4313.2 – Demotion/Reassignment
- 33 Update Board Policy 5131.9 – Academic Honesty
- 34 Update Board Policy 5145.3 – Non-Discrimination/Harassment
- 35 Update Board Policy 6154 – Homework/Makeup Work
- 36 Update Board Policy and Administrative Regulation 6161.1 – Selection and Evaluation of Instructional Materials
- 37 Update Board Policy 6161.11 – Supplemental Instructional Materials
- 38 Update Board Policy 6162.5 – Student Assessment
- 39 Update Board Policy 6163.1 – Library Media Centers
- 40 Update Administrative Regulation 7140 – Architectural and Engineering Services

A motion was made by Trustee Joni Jordan, seconded by Trustee Jaiver Quevedo to approve Items 1-40. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

Curriculum/Instruction Items:

- 41 December Curriculum and Instruction Report

Assistant Superintendent Shevonne Swanson informed College and Career Director Lisa Castillo would present on the Be Future Ready Conference and ELOP Administrator Jayboy Camaquin would present.

Mrs. Lisa Castillo presented highlights on college and career programs offered from August through November. She informed 298 students attended the NAF Be Future Ready Conference at TCOE. She stated they had a great turn out with presenters and students. She also provided a list of upcoming events through the spring of 2024. She concluded her presentation with an invitation to the Board for the Noche de Oro fundraiser gala event to be held on April 12th.

ELOP Administrator Jayboy Camaquin provided a presentation on ELOP intersession program offerings at the elementary and middle school sites. He also presented the

upcoming winter ELOP program including trips to Disneyland and Wonder Valley Camp.

A motion was made by Trustee Delia Martienz, seconded by Trustee Mary Joni Jordan to accept Item #41. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

- 42 Approval of Orosi High School
 2024-2025 Course of Study
 Guidebook

Superintendent Valdez noted a correction in the agenda stated they item is for the 2024-2025 year. Assistant Superintendent of Educational Services presented Item #42. She informed Principal Marlena Celaya, OHS Counselor Tabita Placencia along College and Career Director Lisa Castillo worked hard to prepare and finalize the new course of study guidebook. She stated they updated the book and gave it a new look.

A motion was made by Trustee Joni Jordan, seconded by Trustee Javier Quevedo to approve item #42. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

Administrative/ Organizational Items:

- 43 Public Hearing Annual Developer
 Fee Report for 2022-2023

Board President Williams opened a public hearing at 7:40 p.m.

Facilities Director Raffi Soghomonian informed the Developer Fee Report was presented every year for approval. He informed a public hearing was to be held to all the public to comment and or ask questions regarding the report.

No questions and or comments were presented during the hearing.

Board President Williams Closed the hearing at 7:42 p.m.

Board President Williams presented Item #44 – Developer Fee Report.

- 44 Annual Developer Fee Report

A motion was made by Trustee Delia Martinez, seconded by Trustee Javier Quevedo to approve Item #44. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes

- | | | |
|----|--|---|
| 45 | Award of Contract for Aquatic Complex Concrete Portion | <p>Margie Salazar – Yes
Javier Quevedo – Yes</p> <p>Board President Williams presented Item #45. Facilities Director Raffi Soghomonian informed the lowest bid came in from Anay Construction with a bid amount of \$752,5000.00. No questions or comments were presented.</p> <p><u>A motion was made by Trustee Joni Jordan, seconded by Trustee Delia Martinez to approve Item #45. The motion was approved with vote of 7 to 0 with the votes as follows:</u></p> <p>Sandra Williams – Yes
Delia Martinez – Yes
Joni Jordan – Yes
Mary Helen Espino – Yes
Marisol Rubalcaba – Yes
Margie Salazar – Yes
Javier Quevedo – Yes</p> |
| 46 | Award of Contract to Denny McCowan for Drywell at Cutler Elementary School | <p>Board President Williams presented Item #46. Mr. Soghomonian informed the district received a bid from Denny McCowan for the drywell project at Cutler School. Board President Williams asked if there was flooding at the school. Mr. Soghomonian informed during the heavy rain season the water gets very close to the classrooms. He stated this drywell would prevent this from continuing to occur and potentially avoiding flood damage.</p> <p><u>A motion was made by Trustee Margie Salazar, seconded by Trustee Marisol Rubalcaba to approve Item #46. The motion was approved with vote of 7 to 0 with the votes as follows:</u></p> <p>Sandra Williams – Yes
Delia Martinez – Yes
Joni Jordan – Yes
Mary Helen Espino – Yes
Marisol Rubalcaba – Yes
Margie Salazar – Yes
Javier Quevedo – Yes</p> |
| 47 | Change Orders for Orosi High School Construction Projects | <p>Board President Williams presented Item #47. Mr. Soghomonian informed electrical services at Orosi High School needed to be expanded with the new construction project at the site. He informed PG&E requested they site get higher amp amount to meet the requirements for the additions at the high school</p> <p><u>A motion was made by Trustee Javier Quevedo, seconded by Trustee Joni Jordan to approve Item #47. The motion was approved with vote of 7 to 0 with the votes as follows:</u></p> <p>Sandra Williams – Yes
Delia Martinez – Yes
Joni Jordan – Yes
Mary Helen Espino – Yes
Marisol Rubalcaba – Yes
Margie Salazar – Yes
Javier Quevedo – Yes</p> |

- 48 Resolution No. 2023-2024-08 For Change Order – Determination of Non-Competitive Advantage to Public Bidding and Authorizing Execution of a Change Order to Contract with Site Logiq Inc.

Board President Williams presented Item #48. Mr. Soghomonian informed because the change order amount in the previous items was more than 10% of original contract amount it was required that the Board approve a resolution.

A motion was made by Trustee Javier Quevedo, seconded by Trustee Mary Helen Espino to approve Item #48. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

- 49 Award of Bid to Tinos Fencing for Youth Fitness Center at Orosi High School

Board President Williams presented Item #49. Mrs. Williams asked why this was required if there was already fencing. Mr. Soghomonian informed the state was requiring the fencing be updated to meet new DSA requirements for wheelchair accessibility. He informed only one bid was received. He stated the bid came in from Tino's Fencing in the amount of \$26,325.00.

A motion was made by Trustee Delia Martinez, seconded by Trustee Mary Helen Espino to approve Item #49. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes
 Mary Helen Espino – Yes
 Marisol Rubalcaba – Yes
 Margie Salazar – Yes
 Javier Quevedo – Yes

- 50 Approval of (6) Full Time Community School Program Coordinators, (2) Full Time Social Workers (BSW), (1) Full Time Educational Social Worker (Master Level), (1) Full Time Workforce Development Specialist, (1) Full Time Outreach Aide, (1) Full Time STEM Teacher and (1) Full Time School Career Counselor

Board President Williams presented Item #50. Superintendent Valdez informed the district had recently been awarded a total of \$21 million in grant funds to improve and increase services to students in the district and the community as well. she stated the new positions were as follows: (6) Full Time Community Schools Program Coordinators, (2) Full Time Social Workers (BSW), (1) Full Time Educational Social Worker (Master Level), (1) Full Time Workforce Development Specialist, (1) Full Time Outreach Aide, (1) Full Time STEM Teacher and (1) Full Time School Career Counselor as listed on the agenda cover sheet. She stated for the record that agenda coversheet listed the correct positions and asked the agenda to be corrected to reflect the positions. Superintendent Valdez informed these funds would help continue some of the positions that were currently in jeopardy do to end of grant term. Board President Williams asked if the new hires would know the positions were temporary and/or grant funded. Superintendent Valdez informed all positions from here on out would be listed as grant funded and all new hires would be informed they were hired so as long as grant funding was available.

A motion was made by Trustee Javier Quevedo, seconded by Trustee Marisol Rubalcaba to approve Item #50. The motion was approved with vote of 7 to 0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes

	<p>Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Margie Salazar – Yes Javier Quevedo – Yes</p>
Public Comments on Closed Session Items:	No comments were presented on closed session items.
Closing Comments:	The Board thanked everyone for attending and thanked Cutler Elementary School for a great presentation. They also thanked the Band and Nuevo Comienzo program for sharing a few words about their program. They wished everyone a great holiday season and break.
Adjourn to Closed Session:	<p>A motion was made by Trustee Marisol Rubalcaba, seconded by Trustee Delia Martinez to adjourn to Closed Session at 8:07 p.m. The Motion was approved with the following vote of 7 to 0 with the votes as follows:</p> <p>Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Margie Salazar – Yes Javier Quevedo – Yes</p>
Reconvene to Open Session:	<p>A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to Reconvene to Open Session at 8:41 p.m. The Motion was approved with the following vote of 4 to 0 with the votes as follows:</p> <p>Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Absent Margie Salazar – Absent Javier Quevedo – Absent</p>
Reporting of Closed Session Items: Item A –	<p>During Closed Session the following items were presented:</p> <p><u>EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:</u></p> <ol style="list-style-type: none"> 1. <u>Ana Solano Dowling</u>, Office Assistant II at Orosi High School, effective November 7, 2023, paid at Range 19, Step 1. 2. <u>Laura Solorzano</u>, Office Assistant II at Orosi High School, effective November 7, 2023, paid at Range 19, Step 1. 3. <u>Samantha Sandoval</u>, Teacher on Special Assignment at Cutler Elementary School, effective November 1, 2023, paid at Column III, Step 2. 4. <u>Alexis Lozada</u>, Counselor I at El Monte Middle School, effective November 13, 2023, paid at Ratio .86, Step 1. 5. <u>Maria Castaneda Ramirez</u>, R&E Aide at Palm Elementary School, effective October 24, 2023, paid at Range 9, Step 1. 6. <u>Alfonso Farias-Lozano</u>, Avid Tutor at El Monte Middle School, effective November 14, 2023, paid at Range 9, Step 1. 7. <u>Emily Aquino</u>, Avid Tutor at El Monte Middle School, effective November 14, 2023, paid at Range 9, Step 1.

8. Katia Jimenez-Olivares, Bilingual Instructional Aide at Palm Elementary School, effective November 29, 2023, paid at Range 17, Step 1.
9. Kristen Martin, R&E Aide at El Monte Middle School, effective November 27, 2023, paid at Range 9, Step 1.
10. Mayra Salas, LVN at all Preschool Sites, effective December 4, 2023, paid at Range 39 Step TBD pending verification of experience.

PROMOTIONS/REASSIGNMENTS:

11. Viviana Hernandez from 8-hour Instructional Aide to 8-hour PE Technician, effective November 30, 2023.
12. Liliana Aparicio from 5.5-hour Special Education Aide to 8-hour Special Education Aide, effective October 24, 2023.
13. Maria Guerra Quiroz from 3-hour Instructional Aide to 5.5-hour Instructional Aide, effective November 13, 2023.
14. Veneranda Pantaleon from 5-hour Preschool Aide to 5.5-hour Instructional Aide, effective November 27, 2023.
15. Monica Perez Sandoval from Secretary to Administrative Assistant II, effective November 13, 2023.

RESIGNATIONS/RETIREMENTS:

16. Yaquelin Mosqueda, Outreach Aide at Family Education Center, resigned effective November 3, 2023.
17. Salvador Chavez, Custodian Bus Driver at Cutler Elementary School, resigned effective October 31, 2023.
18. Renee Ananian, R&E Aide at Cutler Elementary School, resigned effective November 24, 2023.

LEAVES: (Statutory – For Informational Purposes):

19. Rojelio Valdez Jr., Journeyman Mechanic Bus Driver at Transportation Department, on Baby Bonding Leave beginning November 17, 2023, through December 15, 2023.
20. Aida Ildefonso, Instructional Aide at Golden Valley Elementary School, on Baby Bonding Leave beginning November 27, 2023, through December 1, 2023.
21. Pabely Rodriguez, Personnel Coordinator at District Office, on Baby Bonding Leave beginning December 1, 2023, through January 2, 2024.
22. Yajaira Magana, R&E Aide at Palm Elementary School, on Maternity Leave beginning November 30, 2023 through 6-8 weeks post-partum.
23. Erica Nunez, Teacher at Golden Valley Elementary School, on Maternity Leave beginning November 3, 2023 through 6-8 weeks post-partum.
24. Guadalupe Singh, Teacher at Cutler Elementary School, on Maternity Leave beginning November 17, 2023 through 6-8 weeks post-partum.

During Closed Session a motion was made by Trustee Joni Jordan seconded by Margie Salazar to approve the Personnel Letter as presented. The motion was approved with vote of 7-0 with the votes as follows:

Sandra Williams – Yes
 Delia Martinez – Yes
 Joni Jordan – Yes

	<p>Mary Helen Espino – Yes Marisol Rubalcaba – Yes Margie Salazar – Yes Javier Quevedo – Yes</p>
Item B – Discipline Dismissal Release	No action taken on Item B.
Item C: Conference with Labor Negotiators	No action taken on Item C.
Comments:	No comments were presented.
Adjournment:	<p><u>A motion was made by Trustee Delia Martinez seconded by Trustee Joni Jordan to approve adjourn the meeting at 8:42 p.m. The motion was approved with a vote of 7-0 with the votes as follows:</u></p> <p>Sandra Williams – Yes Delia Martinez – Yes Joni Jordan – Yes Mary Helen Espino – Yes Marisol Rubalcaba – Yes Margie Salazar – Yes Javier Quevedo – Yes</p> <p>Respectfully Submitted</p> <p>Yolanda Valdez Superintendent (MM)</p>

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **ACCOUNTS PAYABLE TOTAL PAYMENTS
DATED DECEMBER 1, 2023 THROUGH
DECEMBER 21, 2023**

ATTACHMENTS: **TOTAL PAYMENTS REPORT**

FUNDING SOURCE: **N/A**

DISCUSSION:

Attached is the Accounts Payable Total Payments Report. The report dated December 1, 2023 through December 21, 2023 and is for expenditures paid during these periods.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Faith Coleman, Chief Financial Officer*

BOARD GOAL:

- ☐ 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- ☐ 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- X 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Accounts Payable Total Payments Report.

PROPOSED ACTION:

APPROVE

Item #: 2

1:16:43PM

Summary

Date Paid between 12/01/2023 and 12/21/2023

Vendor No.	Vendor Name	Ven. Type	1099	Amount
4237	OROSI PUBLIC UTILITY DIST. (0)	09	00	Total Payment Amount: \$7,160.77 *
4269	P G & E	00	00	Total Payment Amount: \$148,880.50 *
4325	CLINES BUSINESS EQUIPMENT INC.	03	00	Total Payment Amount: \$140.08 *
4372	PENAS DISPOSAL SERVICE INC.	03	00	Total Payment Amount: \$14,661.70 *
9803	ALTA IRRIGATION DISTRICT	09	00	Total Payment Amount: \$10,400.00 *
10120	MIDWAY AUTO PARTS (9)	06	06	Total Payment Amount: \$20.13 *
11714	DINUBA LUMBER (6)	03	00	Total Payment Amount: \$1,760.88 *
11851	CUTLER PUBLIC UTILITY	09	00	Total Payment Amount: \$1,637.88 *
13418	LEES SERVICE	03	00	Total Payment Amount: \$3,831.66 *
13576	ABE-EL WHOLESale, INC.	03	00	Total Payment Amount: \$7,415.20 *
16800	ACSA FOUNDATION FOR	09	06	Total Payment Amount: \$1,445.00 *
16918	CLASSIC CHARTER	03	00	Total Payment Amount: \$47,553.00 *
17821	YETTEM SEWER	00	00	Total Payment Amount: \$133.50 *
18594	BATTERY SYSTEMS	00	00	Total Payment Amount: \$87.86 *
19008	ODP BUSINESS SOLUTIONS,LLC	09	00	Total Payment Amount: \$2,496.55 *
19420	PRODUCERS	03	00	Total Payment Amount: \$9,126.96 *
19430	GOLD STAR FOODS	03	00	Total Payment Amount: \$86,368.13 *
19438	SYSCO FOODSERVICES OF	03	00	Total Payment Amount: \$3,062.89 *
19773	JENSEN & PILEGARD	03	00	Total Payment Amount: \$147.04 *
20632	ERNEST PACKAGING SOLUTIONS	03	00	Total Payment Amount: \$606.73 *
20648	INTERQUEST DETECTION CANINES	01	06	Total Payment Amount: \$280.00 *
20861	SISC III	09	00	Total Payment Amount: \$762,122.50 *
21035	CHETS PLUMBING CO	01	06	Total Payment Amount: \$12,884.62 *
21249	CALIFORNIA ASSOCIATION OF FFA	00	00	Total Payment Amount: \$20.00 *
21391	SMART & FINAL	00	00	Total Payment Amount: \$671.33 *
21584	BANKS & CO.	03	00	Total Payment Amount: \$110.00 *
21607	FERGUSON ENTERPRISES INC.#690	03	00	Total Payment Amount: \$996.92 *
21638	FRANEYS FLOOR COVERING INC.	03	00	Total Payment Amount: \$10,000.00 *
21832	LAWRENCE TRACTOR CO.	03	00	Total Payment Amount: \$3,806.60 *
21891	VERIZON WIRELESS	00	00	Total Payment Amount: \$3,939.92 *
22069	TULARE COUNTY OFFICE OF ED.ERS	00	00	Total Payment Amount: \$19,100.00 *
22086	FRUIT GROWERS SUPPLY	03	00	Total Payment Amount: \$1,009.36 *

1:16:43PM

Date Paid between 12/01/2023 and 12/21/2023

Summary

Vendor No.	Vendor Name	Ven. Type	1099	Amount
22610	SCHOOL SERVICES OF CA INC.	03	00	Total Payment Amount: \$245.00 *
22963	TULARE COUNTY OFFICE OF EDUCAT	09	00	Total Payment Amount: \$11,268.86 *
23122	GRAINGER	03	00	Total Payment Amount: \$107.17 *
23325	ANAYA CONSTRUCTION	02	06	Total Payment Amount: \$16,250.00 *
23358	LOZANO SMITH, LLP	06	09	Total Payment Amount: \$259.88 *
23697	WALT DISNEY TRAVEL CO., INC	03	00	Total Payment Amount: \$16,689.00 *
23853	ROLLER TOWNE	03	00	Total Payment Amount: \$1,310.00 *
23892	BAKEMARK	03	00	Total Payment Amount: \$3,518.40 *
23982	VALLEY POWER SYSTEMS INC	03	00	Total Payment Amount: \$340.00 *
24123	TECHNICON ENGINEERING SERVICES	03	00	Total Payment Amount: \$8,680.00 *
24174	SAN JOAQUIN COUNTY	09	06	Total Payment Amount: \$9,360.00 *
24287	MOBILE UNIFORMS	00	00	Total Payment Amount: \$2,445.93 *
24293	DISCOVERY CENTER, THE	09	06	Total Payment Amount: \$1,125.00 *
24341	ZWEIGLE SEPTIC SERVICE	02	01	Total Payment Amount: \$200.00 *
24436	BUSWEST - FRESNO	03	00	Total Payment Amount: \$2,025.37 *
24756	U. S. BANK	03	00	Total Payment Amount: \$3,173.46 *
24822	RUIZ-ALVAREZ, ANGELA	00	00	Total Payment Amount: \$28.82 *
24853	SPORTS OFFICIATING SERVICES	01	06	Total Payment Amount: \$10,541.00 *
24988	KIMBALL MIDWEST	03	00	Total Payment Amount: \$297.35 *
25076	WANDLER, ERIN	00	00	Total Payment Amount: \$65.06 *
25205	AUTO ZONE	00	00	Total Payment Amount: \$647.86 *
25214	TINOS FENCE, INC.	03	00	Total Payment Amount: \$925.00 *
25229	LOWES -#98007297470	00	00	Total Payment Amount: \$1,399.51 *
25364	AMERICAN INCORPORATED	03	00	Total Payment Amount: \$3,146.84 *
25403	SNA	00	00	Total Payment Amount: \$45.00 *
25592	MD CONCRETE CUTTING DEMOLITION	03	00	Total Payment Amount: \$8,930.00 *
25740	PARK PLANET	03	00	Total Payment Amount: \$14,900.00 *
25741	FRESNO MOBILE RADIO	03	00	Total Payment Amount: \$390.00 *
25950	IMPERIAL DADE	00	00	Total Payment Amount: \$4,990.72 *
25977	JS COMMUNICATIONS, INC.	03	00	Total Payment Amount: \$10,570.28 *
26089	FOLLETT CONTENT SOLUTIONS	03	00	Total Payment Amount: \$20,058.89 *
26109	CVIN LLC	03	00	Total Payment Amount: \$3,650.94 *

1:16:43PM

Data Paid between 12/01/2023 and 12/21/2023

Summary

Vendor No.	Vendor Name	Ven. Type	1099	Amount
26130	KOALA TREE SERVICE	01	06	Total Payment Amount: \$8,200.00 *
26162	J & E RESTAURANT SUPPLY INC	03	00	Total Payment Amount: \$170.02 *
26270	A&E INDUSTRIAL CLEANING	03	00	Total Payment Amount: \$2,172.18 *
26395	MEDALLION SUPPLY	03	00	Total Payment Amount: \$1,163.05 *
26398	HCI SYSTEMS, INC.	03	00	Total Payment Amount: \$3,090.00 *
26470	J & E RESTAURANT SUPPLY INC	03	00	Total Payment Amount: \$1,948.25 *
26516	GRIST INSPECTIONS	01	06	Total Payment Amount: \$3,000.00 *
26601	MIRACLE PLAYSYSTEMS, INC.	03	00	Total Payment Amount: \$2,898.65 *
26640	WALMART	00	00	Total Payment Amount: \$2,553.51 *
26662	SPRAYING DEVICES, INC.	03	00	Total Payment Amount: \$13.75 *
26666	G2SOLUTIONS, INC.	03	00	Total Payment Amount: \$99.95 *
26806	LEARNING A-Z, LLC	03	00	Total Payment Amount: \$3,960.00 *
26830	CORE BUSINESS INTERIORS	03	00	Total Payment Amount: \$26,951.22 *
26912	AMAZON CAPITAL SERVICES	00	00	Total Payment Amount: \$9,061.21 *
26999	BEYNON SPORTS	03	00	Total Payment Amount: \$75,311.00 *
27104	QUEZADA LANDSCAPING	01	06	Total Payment Amount: \$2,950.00 *
27152	SKILLS USA CALIFORNIA	09	06	Total Payment Amount: \$180.00 *
27292	ORBIT LANES	03	00	Total Payment Amount: \$2,821.00 *
27362	SIERRA VIEW CONSTRUCTION	01	06	Total Payment Amount: \$5,950.00 *
27397	DAVE BANG ASSOCIATES INC.	03	00	Total Payment Amount: \$94,795.00 *
27426	ARMOUR SCALE COMPANY, INC.	03	00	Total Payment Amount: \$1,613.59 *
27428	CINTAS	03	00	Total Payment Amount: \$2,555.65 *
27456	ZAJONC CORP	03	00	Total Payment Amount: \$15,690.00 *
27475	DAVIS JOINT UNIFIED	09	00	Total Payment Amount: \$2,000.00 *
27493	SOLANT HEALTH, LLC	06	06	Total Payment Amount: \$2,756.25 *
27503	SCHOLASTIC TEACHER STORE	00	00	Total Payment Amount: \$5,321.77 *
27532	ALLIED STORAGE CONTAINERS	03	00	Total Payment Amount: \$397.60 *
27537	QUIZZZ INC.	03	00	Total Payment Amount: \$11,515.40 *
27557	TURF TANK	03	00	Total Payment Amount: \$3,713.63 *
27574	HOME DEPOT PRO	03	00	Total Payment Amount: \$610.73 *
27588	PRECISION CONCRETE CUTTING	00	00	Total Payment Amount: \$38,275.65 *
27593	LEAF	06	01	Total Payment Amount: \$4,627.12 *

1:16:43PM

Date Paid between 12/01/2023 and 12/21/2023

Summary

Vendor No.	Vendor Name	Ven. Type	1099	Amount
27595	WATER SYSTEM SOLUTIONS LLC	03	00	Total Payment Amount: \$790.00 *
27603	FIRST STRING SPORTS	03	00	Total Payment Amount: \$1,129.69 *
27608	BDITECH	03	00	Total Payment Amount: \$2,729.97 *
27641	WEST MUSIC COMPANY, INC.	03	00	Total Payment Amount: \$329.16 *
27642	WALTHER, KATHRYN	00	00	Total Payment Amount: \$298.05 *
27663	SAVECO #22	03	00	Total Payment Amount: \$51.91 *
27677	M.F. HUSEBY CO, INC.	03	00	Total Payment Amount: \$14,298.63 *
27719	CONN DOORS	01	06	Total Payment Amount: \$4,039.07 *
27726	LEONA WOODS	01	06	Total Payment Amount: \$6,245.00 *
27730	DOLLYWOOD FOUNDATION	03	00	Total Payment Amount: \$544.76 *
27754	VISALJA PAINTING	01	06	Total Payment Amount: \$7,530.00 *
27779	CENTRAL VALLEY AIR HEATING	03	00	Total Payment Amount: \$6,800.00 *
27788	AT & T CALNET 4	00	00	Total Payment Amount: \$3,816.53 *
27802	MEEHLEIS MODULAR BUILDINGS, IN	03	00	Total Payment Amount: \$1,293,306.25 *
27851	WONDER VALLEY RANCH RESORT	03	00	Total Payment Amount: \$38,831.25 *
27872	COIL, INC.	03	00	Total Payment Amount: \$45,100.00 *
27880	DR. LEE PRITZL	09	06	Total Payment Amount: \$3,962.09 *
27902	PREFERRED MOBILE EQUIPMENT	01	06	Total Payment Amount: \$338.52 *
27941	CALIFORNIA COMMERCIAL POOLS,	03	00	Total Payment Amount: \$445,141.50 *
27956	EWELL EDUCATION SERVICES, INC.	03	00	Total Payment Amount: \$1,004.00 *
27958	CENTRAL VALLEY ATHLETIC	03	00	Total Payment Amount: \$6,083.34 *
27967	MARISCAL, YECENCIA	00	00	Total Payment Amount: \$129.53 *
27996	GUERRERO-CASTILLO, ASTRID	01	06	Total Payment Amount: \$3,333.33 *
27997	CRAFTPARTS	09	06	Total Payment Amount: \$155.00 *
27999	BEDROCK ENGINEERING, INC.	03	00	Total Payment Amount: \$13,000.00 *
28003	TODD COMPANIES	03	00	Total Payment Amount: \$171,855.00 *
28008	EMPIRE AUTO GLASS, LLC	01	06	Total Payment Amount: \$930.00 *
28019	MT. WHITNEY FEA	09	00	Total Payment Amount: \$100.00 *
				Total Payment Amount: \$3,727,701.81 *

Summary

Date Paid between 12/01/2023 and 12/21/2023

Vendor No.	Vendor Name	Ven. Type	1099	Amount
------------	-------------	-----------	------	--------

Grand Total Payment Amount: \$3,727,701.81 **

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **DECEMBER CASH BALANCE REPORT**

ATTACHMENTS: **DECEMBER CASH BALANCE REPORT**

FUNDING SOURCE: **N/A**

DISCUSSION:

At the start of each month, the Business Office reviews the District's cash position to ensure adequate cash reserves are on hand to pay for District operations. The December Cash Balance Report is positive and submitted for review.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Faith Coleman, Chief Financial Officer*

BOARD GOAL:

- ☐ 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- ☐ 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- ☒ 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the December Cash Balance Report

PROPOSED ACTION:

APPROVE

Item #: 3

County Fund	District Number	Fund	Current Cash 9110	Previous Total Payroll Objects	Percentage (%)
608	8	0100 General Fund	\$57,531,395.36	\$11,489,902.52	500.71
N/A	8	0800 Student Activity Special Revenue Fund	\$0.00		
AAQ	8	1100 Adult Education Fund	\$69,432.27	\$33,318.28	208.39
AWL	8	1200 Child Development Fund	\$290,852.95	\$363,039.38	80.12
AUB	8	1300 Cafeteria Special Revenue Fund	\$1,728,715.66	\$352,195.65	490.84
AAT	8	1700 Special Reserve Fund for Other than Capital Outlay Pr	\$0.60		
AZT	8	2110 Building Fund #1	\$0.01		
AJS	8	2120 Building Fund # 2	\$1,894,027.37		
AJK	8	2510 Developer Fees Fund	\$42,192.83		
AAW	8	3500 County School Facilities Fund - New Construction	\$626,438.81		
ABF	8	3510 County School Facilities Fund - Modernization	\$7,707,597.65		
AAV	8	4000 Special Reserve Fund for Capital Outlay Projects	\$0.05		
689	8	5100 Bond Interest & Redemption Fund - #1	\$702,404.08		
61C	8	5110 Bond Interest & Redemption Fund - #2	\$560,389.19		
61D	8	5120 Bond Interest & Redemption Fund - #3	\$0.00		
Report Total			\$71,153,446.83		

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **BUDGET REVISION # 5**

ATTACHMENTS: **BUDGET REVISION # 5**

FUNDING SOURCE: **N/A**

DISCUSSION:

Each month the District Business Office ensures that all the expenditures are in line with the District's Adopted Budget. Revisions must be made to reflect the reality of the day to day living to accommodate the fluctuation in the program resources.

The attached Budget Revision # 5 is for December 2023.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Faith Coleman, Chief Financial Officer*

BOARD GOAL:

- ☐ 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- ☐ 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- ☒ 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Budget Revision # 5.

PROPOSED ACTION:

APPROVE

Item #:

Budget Revision #5						
8 Cutler-Orosi Jt. Unified School District						
Fiscal Year: 2024 December						
		<u>Original</u> <u>Approved Budget</u>	<u>Revised</u> <u>Approved Budget</u>	<u>Change</u> <u>Amount</u>	<u>Proposed</u> <u>Revised Budget</u>	<u>Explanations</u>
Fund:	010 General Fund					
LCFF		62,464,279	61,551,008	-	61,551,008	
Federal Revenues		15,890,347	20,187,553	73,060	20,260,613	1
Other State Revenues		9,435,169	13,332,311	-	13,332,311	
Other Local Revenues		4,275,390	3,662,718	5,243	3,667,961	1
Revenues		92,065,185	98,733,590	78,303	98,811,893	
Expenditures						
Certificated Salaries		31,163,411	32,994,194	(139,090)	32,855,104	1
Classified Salaries		12,487,369	14,187,868	(9,258)	14,178,610	1
Employee Benefits		23,083,658	24,370,838	(6,827)	24,364,011	1
Books and Supplies		13,866,596	15,912,873	216,736	16,129,609	1
Services, Other Operating		10,626,300	16,129,709	121,645	16,251,354	1
Capital Outlay		8,344,526	29,686,885	1,304,738	30,991,623	1
Other Outlay		715,719	1,447,144	-	1,447,144	
Indirect Costs		(135,181)	(153,667)	(15,996)	(169,663)	1
Total Expenditures		100,152,398	134,575,844	1,471,948	136,047,792	
Other Financing Sources/Uses						
Transfer Out		394,700	-	-	-	
Fund:	110 Adult Education Fund					
Federal Revenues		36,550	57,807	-	57,807	
Other State Revenue		313,899	314,155	-	314,155	
Other Local Revenue		-	-	-	-	
Revenues		350,449	371,962	-	371,962	
Expenditures						
Certificated Salaries		93,254	110,614	-	110,614	
Classified Salaries		54,865	45,680	-	45,680	
Employee Benefits		65,136	65,710	-	65,710	
Books and Supplies		48,000	43,474	-	43,474	
Services, Other Operating		77,646	94,936	-	94,936	
Capital Outlay		-	-	-	-	
Other Outlay		11,548	11,548	-	11,548	
Total Expenditures		350,449	371,962	-	371,962	

Budget Revision #5					
8 Cutler-Orosi Jt. Unified School District					
Fiscal Year: 2024 December					
	<u>Original</u> <u>Approved Budget</u>	<u>Revised</u> <u>Approved Budget</u>	<u>Change</u> <u>Amount</u>	<u>Proposed</u> <u>Revised Budget</u>	<u>Explanations</u>
Fund: 120 Child Development Fund					
Other State Revenues	1,611,658	2,299,188	-	2,299,188	
Other Local Revenues	-	2,548	-	2,548	
Revenues	1,611,658	2,301,736	-	2,301,736	
Expenditures					
Certificated Salaries	154,070	165,379	-	165,379	
Classified Salaries	780,943	1,030,343	-	1,030,343	
Employee Benefits	516,933	689,068	-	689,068	
Books and Supplies	34,803	77,375	-	77,375	
Services, Other Operating	64,700	252,141	-	252,141	
Capital Outlay	-	-	-	-	
Indirect Costs	60,209	84,882	-	84,882	
Total Expenditures	1,611,658	2,299,188	-	2,299,188	
Fund: 130 Cafeteria Special Revenue Fund					
Federal Revenues	3,667,054	3,790,927	-	3,790,927	
Other State Revenues	788,027	788,027	-	788,027	
Other Local Revenues	4,000	4,000	-	4,000	
Revenues	4,459,081	4,582,954	-	4,582,954	
Expenditures					
Certificated Salaries	19,631	21,038	-	21,038	
Classified Salaries	1,110,708	1,200,505	830	1,201,335	2
Employee Benefits	573,068	629,130	626	629,756	2
Books and Supplies	2,673,064	2,943,694	10,112	2,953,806	2
Services, Other Operating	92,901	126,501	-	126,501	
Capital Outlay	-	67,701	-	67,701	
Indirect Costs	63,424	73,233	-	73,233	
Total Expenditures	4,532,796	5,061,802	11,568	5,073,370	
			-		

Budget Revision #5					
8 Cutler-Orosi Jt. Unified School District					
Fiscal Year: 2024 December					
	<u>Original</u> <u>Approved Budget</u>	<u>Revised</u> <u>Approved Budget</u>	<u>Change</u> <u>Amount</u>	<u>Proposed</u> <u>Revised Budget</u>	<u>Explanations</u>
Fund: 251 Developer Fees Fund					
Other Local Revenues	200,000	200,000	-	200,000	
Revenues	200,000	200,000	-	200,000	
Expenditures					
Services, Other Operating	-	-	-	-	
Capital Outlay	-	-	-	-	
Other Outlay	594,700	594,700		594,700	
Total Expenditures	594,700	594,700	-	594,700	
Other Financing Sources/Uses					
Transfer In	394,700	394,700	-	394,700	
Transfer Out					
Fund: 35x County Facilities Funds					
Other State Revenues	4,208,363	4,208,363	-	4,208,363	
Revenues	4,208,363	4,208,363	-	4,208,363	
Expenditures					
Capital Outlay	4,320,764	13,904,875	-	13,904,875	
General Fund					
1) Federal Revenues were increased \$73,061 due to a Title I increase. Other Local Revenues was increased by \$5,243 due to additional local grants being received. Certificated & Classified Salaries and Benefits were reduced based on program need, to move funds into Books & Supplies, Services and Capital Outlay . Indirect Cost were increased to align with current program budgets.					
Cafeteria Fund					
2) Classified Salaries & Benefits were increased due to current sub costs, Books & Supplies were increased based on current program needs with equipment that needed to be purchased.					

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **STATE OF CALIFORNIA AG/FFA LEADERSHIP
CONFERENCE OVERNIGHT STAY**

ATTACHMENTS: **ITINERARY, ACTIVITY REQUEST, HOTEL
ACCOMODATIONS**

FUNDING SOURCE: **PERKINS, AG INCENTIVE, AND K12SWP**

DISCUSSION:

The District Director of College and Career is requesting permission for 1 Ag Advisor and 2-4 OHS students to participate in a 4 Day/ 3 Overnight stay in Sacramento California, as a Work Based Learning Leadership Development Experience for College and Career Readiness. Students will shadow California's State Legislators and be assigned to a specific California district to learn about government, issues in agriculture and ethics, water and natural resources, food and nutrition, and education. At the end of the week, students will have the opportunity to conduct mock legislation they have drafted during the conference on the chamber floor of the state senate or assembly. All expenses for transportation, hotel and registration fees will be paid via Perkins, Ag Incentive and K12SWP Funds.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Lisa Castillo, College & Career
Readiness Director*

BOARD GOAL:



1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.



2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION:

**The Superintendent recommends the Board Approve
State of California Ag/FFA Leadership Conference
(Overnight Stay)**

PROPOSED ACTION:

APPROVE

Item #: 5

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: Taylor Germanetti Date Submitted 12 / 27 / 2023

(must be 2 weeks prior to trip or event)

Type of Activity: Fundraiser ☐ Field Trip ☐ Assembly/Parent Program ☐

Other ☒ WBL: Leadership Development Sacramento Leadership Experience Leadership Academy Overnight Stay

How many students will participate: 1 Which grade levels are impacted? 12th

Does this activity require an overnight stay? YES ☒ NO ☐

Please note that any activity requiring an overnight stay MUST be Board approved one month in advance! Please submit this paperwork at least 6 weeks before the overnight trip.

Grades/Departments/Club/Team Involved: SLE Attendee

Activity Date: 2/27/24 to 3/1/24 Activity Time: Tuesday, February 27, 6:45 am to 8:30 pm, Wednesday, February 28, @ 6:00 am to 9:30 pm, Thursday 29, @ 8:00 am to 9:00 pm, Friday, March 1, 2024, @ 5:00 am to 2:30 pm (see attached itinerary

Location # 1: Sacramento State Capitol - 1315 10th St Sacramento, CA 95814

Location # 2: Holiday Inn Sacramento 300 J Street Sacramento, CA 95814

Activity Purpose: Students in the OHS Ag Program will participate in attending the Made for Excellence Conference and Advanced Leadership Academy and take part in WBL FFA leadership activity that aligns with the college and career preparedness and practice/ mastery towards district outcomes.

Transportation Needed? YES ☒ NO ☐

If "YES" please complete and attach the Transportation Request Form to this Activity Request form.

If transportation is provided by a private vehicle the driver must be registered with the District and meet all requirements of fingerprinting and AB1025.

Name(s) of person(s) driving Mrs. Germanetti

What is the impact of this activity/trip on instructional time?

Students must meet academic eligibility requirements in order to participate in this activity. Students must make arrangements to recoup assignments missed with all teachers prior to participate in this activity.

How is this activity correlated to the standards or to topics currently under study?


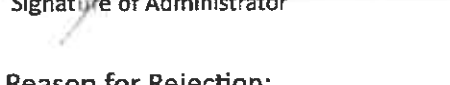
This activity is directly correlated to CTE Ag Standards, College and Career Readiness Standards, and District Wide Student Learning Outcomes.

If this is a fundraising activity, explain how and when money will be collected. N/A

Who is responsible for collecting money from fundraisers or for field trip? N/A

Remember any field trip must have enough money collected to ensure that all children in the group/club/class can participate whether or not they choose to participate.

Prior to approval of this activity, the Administrator may require input from other staff members to ensure a balance between academic focus and maximization of instructional time. If the request is not approved, the staff should work cooperatively with the Principal to see possible compromises and/or solutions.

Signature of teacher	Date
	<u>12/27/23</u>
Signature of Department Chair/Grade Level Lead or Activity Director	Date
	<u>12/27/23</u>
Signature of Administrator	Date
	

Approved _____ Rejected _____

Reason for Rejection: _____



Colette Tamouzian <cotamouzian@cojused.org>

Your Reservation Confirmation # 22335964 at Kimpton Hotels & Restaurants.

1 message

Kimpton Hotels & Restaurants <Kimpton@tx.ihg.com>

Tue, Jan 9, 2024 at 9:40 AM

Reply-To: Kimpton Hotels & Restaurants <reply-fec015777d63027f-17_HTML-387237102-514005573-560838@tx.ihg.com>

To: cotamouzian@cojused.org

Thank you for booking with Kimpton Hotels & Restaurants.

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Kimpton Sawyer Hotel

[500 J Street](#)

Sacramento, [CA](#) United States 95814

Hotel Front Desk: 19165457100

Email: frontdesk@sawyerhotel.com

Guest Name: Colette Tamouzian

Check In: **Check Out:** **Rooms:** **Adults:**

21 Mar 2024 — 24 Mar 2024

1

2

4:00 PM

11:00 AM

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[CUSTOMER CARE](#)

[PROPERTY OVERVIEW](#)

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[CANCEL RESERVATION](#)

Your confirmation number is: 22335964. Select your preferences before your stay.

1 King Sacramento View

Rate Type: Ihg1r Best Flexible

Number of Rooms: 1

Additional Guests:

Kathryn Walther

Room Rate Per Night:

Thu 21 Mar 2024 - Sat 23 Mar 2024 \$427.50 (USD)

IHG  **ONE REWARDS**

[Discover your new benefits](#)

Estimated Earnings:

13110 IHG REWARDS POINTS

Sat 23 Mar 2024 - Sun 24 Mar 2024 \$456.00 (USD)

Total Taxes: \$212.39 (USD)

Estimated Total Price: \$1,523.39 (USD)

VIEW MORE RESERVATION DETAILS



UPGRADE YOUR ROOM.

AS LITTLE AS \$14 MORE PER NIGHT

UPGRADE TODAY >>

*By clicking this link, you will be redirected to a partner website to see your custom upgrade options

Cancellation Policy: Canceling your reservation before 6:00 PM (local hotel time) on Tuesday, 19 March, 2024 will result in no charge. Canceling your reservation after 6:00 PM (local hotel time) on 19 March, 2024, or failing to show, will result in a charge equal to the first night's stay per room to your credit card or other guaranteed payment method. Taxes may apply. Failing to call or show before check-out time after the first night of a reservation will result in cancellation of the remainder of your reservation.

Rate Description: Exclusive savings for our IHG One Rewards Members. Must be an IHG One Rewards Member to book.

Early Departure Fee: \$175.00 (USD)

Daily Parking Fee: \$28.00 (USD)

Daily Valet Parking Fee: \$40.00 (USD)

Pet Policy: All pets. Regardless of size, breed or kind are allowed to stay at no additional charge. A waiver must be signed upon check in by the owner.

Things to do

Make the most of your stay, check out local information and nearby attractions.

[See What's Local](#)

Places to Dine

Explore Sacramento dining and restaurants in the nearby area.

[See What's on the menu](#)

Rate your Service

Thank you for calling our Reservations department. Please provide feedback for your phone representative.

[Give Your Feedback](#)



Colette Tamouzian <cotamouzian@cojused.org>

Your Reservation Confirmation # 47343534 at Kimpton Hotels & Restaurants.

1 message

Kimpton Hotels & Restaurants <Kimpton@tx.ihg.com>

Tue, Jan 9, 2024 at 9:40 AM

Reply-To: Kimpton Hotels & Restaurants <reply-fec015777d63027f-17_HTML-387237102-514005573-560841@tx.ihg.com>

To: cotamouzian@cojused.org

Thank you for booking with Kimpton Hotels & Restaurants.

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Kimpton Sawyer Hotel

[500 J Street](#)

Sacramento, [CA](#) United States 95814

Hotel Front Desk: 19165457100

Email: frontdesk@sawyerhotel.com

Guest Name: Colette Tamouzian

Check In: Check Out: Rooms: Adults:

21 Mar 2024 — 24 Mar 2024

1 2

4:00 PM

11:00 AM

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[CUSTOMER CARE](#)

[PROPERTY OVERVIEW](#)

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[CANCEL RESERVATION](#)

Your confirmation number is: 47343534. Select your preferences before your stay.


2 Queen Communications Mobility Access Roll In Shower

Rate Type: Ihg1r Best Flexible

Number of Rooms: 1

Additional Guests:

Kathryn Walther

IHG  ONE
REWARDS

[Discover your new benefits](#)

Estimated Earnings:

13775 IHG REWARDS POINTS

Room Rate Per Night:

Thu 21 Mar 2024 - Fri 22 Mar 2024	\$446.50 (USD)
Fri 22 Mar 2024 - Sat 23 Mar 2024	\$451.25 (USD)
Sat 23 Mar 2024 - Sun 24 Mar 2024	\$479.75 (USD)

Total Taxes: \$223.15 (USD)

Estimated Total Price: \$1,600.65 (USD)

[VIEW MORE RESERVATION DETAILS](#)

**UPGRADE YOUR ROOM.**

AS LITTLE AS \$30 MORE PER NIGHT

[UPGRADE TODAY >>](#)

*By clicking this link, you will be redirected to a partner website to see your custom upgrade options

Cancellation Policy: Canceling your reservation before 6:00 PM (local hotel time) on Tuesday, 19 March, 2024 will result in no charge. Canceling your reservation after 6:00 PM (local hotel time) on 19 March, 2024, or failing to show, will result in a charge equal to the first night's stay per room to your credit card or other guaranteed payment method. Taxes may apply. Failing to call or show before check-out time after the first night of a reservation will result in cancellation of the remainder of your reservation.

Rate Description: Exclusive savings for our IHG One Rewards Members. Must be an IHG One Rewards Member to book.

Early Departure Fee: \$175.00 (USD)

Daily Parking Fee: \$28.00 (USD)

Daily Valet Parking Fee: \$40.00 (USD)

Pet Policy: All pets. Regardless of size, breed or kind are allowed to stay at no additional charge. A waiver must be signed upon check in by the owner.

Things to do

Make the most of your stay, check out local information and nearby attractions.

[See What's Local](#)

Places to Dine

Explore Sacramento dining and restaurants in the nearby area.

[See What's on the menu](#)

Rate your Service

Thank you for calling our Reservations department. Please provide feedback for your phone representative.

[Give Your Feedback](#)



Colette Tamouzian <cotamouzian@cojused.org>

Your Reservation Confirmation # 60382798 at Kimpton Hotels & Restaurants.

1 message

Kimpton Hotels & Restaurants <Kimpton@tx.ihg.com>

Tue, Jan 9, 2024 at 9:40 AM

Reply-To: Kimpton Hotels & Restaurants <reply-fec015777d63027f-17_HTML-387237102-514005573-560837@tx.ihg.com>

To: cotamouzian@cojused.org

Thank you for booking with Kimpton Hotels & Restaurants.

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Kimpton Sawyer Hotel

[500 J Street](#)

Sacramento, [CA](#) United States 95814

Hotel Front Desk: 19165457100

Email: frontdesk@sawyerhotel.com

Guest Name: Colette Tamouzian

Check In: Check Out: Rooms: Adults:

21 Mar 2024 — 24 Mar 2024 1 2

4:00 PM 11:00 AM

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[CANCEL RESERVATION](#)

Your confirmation number is: 60382798. Select your preferences before your stay.

2 Queen Sacramento View

Rate Type: Ihg1r Best Flexible

Number of Rooms: 1

Additional Guests:

Kathryn Walther

Room Rate Per Night:

Thu 21 Mar 2024 - Fri 22 Mar 2024 \$446.50 (USD)

IHG ONE REWARDS

[Discover your new benefits](#)

Estimated Earnings:

13775 IHG REWARDS POINTS

Fri 22 Mar 2024 - Sat 23 Mar 2024	\$451.25 (USD)
Sat 23 Mar 2024 - Sun 24 Mar 2024	\$479.75 (USD)

Total Taxes: \$223.15 (USD)

Estimated Total Price: \$1,600.65 (USD)

[VIEW MORE RESERVATION DETAILS](#)



UPGRADE YOUR ROOM.

AS LITTLE AS \$25 MORE PER NIGHT

[UPGRADE TODAY >>](#)

*By clicking this link, you will be redirected to a partner website to see your custom upgrade options

Cancellation Policy: Canceling your reservation before 6:00 PM (local hotel time) on Tuesday, 19 March, 2024 will result in no charge. Canceling your reservation after 6:00 PM (local hotel time) on 19 March, 2024, or failing to show, will result in a charge equal to the first night's stay per room to your credit card or other guaranteed payment method. Taxes may apply. Failing to call or show before check-out time after the first night of a reservation will result in cancellation of the remainder of your reservation.

Rate Description: Exclusive savings for our IHG One Rewards Members. Must be an IHG One Rewards Member to book.

Early Departure Fee: \$175.00 (USD)

Daily Parking Fee: \$28.00 (USD)

Daily Valet Parking Fee: \$40.00 (USD)

Pet Policy: All pets. Regardless of size, breed or kind are allowed to stay at no additional charge. A waiver must be signed upon check in by the owner.

Things to do

Make the most of your stay, check out local information and nearby attractions.

[See What's Local](#)

Places to Dine

Explore Sacramento dining and restaurants in the nearby area.

[See What's on the menu](#)

Rate your Service

Thank you for calling our Reservations department. Please provide feedback for your phone representative.

[Give Your Feedback](#)



Colette Tamouzian <cotamouzian@cojused.org>

Your Reservation Confirmation # 81645420 at Kimpton Hotels & Restaurants.

1 message

Kimpton Hotels & Restaurants <Kimpton@tx.ihg.com>

Tue, Jan 9, 2024 at 9:40 AM

Reply-To: Kimpton Hotels & Restaurants <reply-fec015777d63027f-17_HTML-387237102-514005573-560836@tx.ihg.com>

To: cotamouzian@cojused.org

Thank you for booking with Kimpton Hotels & Restaurants.

[View with Images](#)

[BRAND EXPERIENCE](#) | [MAKE A RESERVATION](#) | [IHG ONE REWARDS](#) | [NEED HELP?](#)

Kimpton Sawyer Hotel

[500 J Street](#)

Sacramento, [CA](#) United States 95814

Hotel Front Desk: 19165457100

Email: frontdesk@sawyerhotel.com

Guest Name: Colette Tamouzian

Check In: **Check Out:** **Rooms:** **Adults:**

21 Mar 2024 — 24 Mar 2024

1 2

4:00 PM

11:00 AM

[MODIFY RESERVATION](#)

[CUSTOMER CARE](#)

[PROPERTY OVERVIEW](#)

[DOWNLOAD THE IHG APP](#)

[GROUND TRANSPORTATION](#)

[CANCEL RESERVATION](#)

Your confirmation number is: 81645420. Select your preferences before your stay.

2 Queen Sacramento View

Rate Type: Ihg1r Best Flexible

Number of Rooms: 1

Additional Guests:

Kathryn Walther

Room Rate Per Night:

Thu 21 Mar 2024 - Fri 22 Mar 2024

\$446.50 (USD)

IHG **ONE REWARDS**

[Discover your new benefits](#)

Estimated Earnings:

13775 IHG REWARDS POINTS

Fri 22 Mar 2024 - Sat 23 Mar 2024 \$451.25 (USD)

Sat 23 Mar 2024 - Sun 24 Mar 2024 \$479.75 (USD)

Total Taxes: \$223.15 (USD)

Estimated Total Price: \$1,600.65 (USD)

[VIEW MORE RESERVATION DETAILS](#)



UPGRADE YOUR ROOM.
AS LITTLE AS \$35 MORE PER NIGHT

[UPGRADE TODAY >>](#)

*By clicking this link, you will be redirected to a partner website to see your custom upgrade options

Cancellation Policy: Canceling your reservation before 6:00 PM (local hotel time) on Tuesday, 19 March, 2024 will result in no charge. Canceling your reservation after 6:00 PM (local hotel time) on 19 March, 2024, or failing to show, will result in a charge equal to the first night's stay per room to your credit card or other guaranteed payment method. Taxes may apply. Failing to call or show before check-out time after the first night of a reservation will result in cancellation of the remainder of your reservation.

Rate Description: Exclusive savings for our IHG One Rewards Members. Must be an IHG One Rewards Member to book.

Early Departure Fee: \$175.00 (USD)

Daily Parking Fee: \$28.00 (USD)

Daily Valet Parking Fee: \$40.00 (USD)

Pet Policy: All pets. Regardless of size, breed or kind are allowed to stay at no additional charge. A waiver must be signed upon check in by the owner.

Things to do

Make the most of your stay, check out local information and nearby attractions.

[See What's Local](#)

Places to Dine

Explore Sacramento dining and restaurants in the nearby area.

[See What's on the menu](#)

Rate your Service

Thank you for calling our Reservations department. Please provide feedback for your phone representative.

[Give Your Feedback](#)

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **MADE FOR EXCELLENCE AND ADVANCED LEADERSHIP CONFERENCE (OVERNIGHT STAY)**

ATTACHMENTS: **ITINERARY, ACTIVITY REQUEST, HOTEL ACCOMODATIONS**

FUNDING SOURCE: **PERKINS, K12SWP. AND CTE GENERAL**

DISCUSSION:

This District Director of College and Career is requesting permission for FFA Advisors (2) and FFA students (8) to attend the Regional Made for Excellence and Advanced Leadership Academy Conference, which will take place in Visalia California at the Wyndham Hotel on February 16 & 17, 2024. This is an overnight stay event. Students will participate in several workshops focusing on teamwork, membership and recruitment strategies, and leadership development skills. Students will also take part in networking opportunities that will support and enhance the FFA Program. All expenses for hotel, transportation and registration fees for advisors and students will be paid via Perkins, K12SWP and General CTE Funds

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Lisa Castillo, College & Career Readiness Director

BOARD GOAL:

☒

1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.

☒

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☐

3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board Approve Made for Excellence and Advanced Leadership Conference (Overnight Stay).

PROPOSED ACTION:

APPROVE

Item #: 6

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: Mrs. Germanetti and Mrs. Cain Date Submitted 12/7/2023

(must be 2 weeks before trip or event)

Type of Activity: Fundraiser ☐ Field Trip ☐ Assembly/Parent Program ☐

Other ☒ WBL: Leadership Development FFA Ag Made For Excellence Conference and Advanced Leadership Academy (Overnight Stay)

How many students will participate: 8 Which grade levels are impacted? 10th to 11th

Does this activity require an overnight stay? YES ☐ NO ☒

Please note that any activity requiring an overnight stay MUST be Board approved one month in advance! Please submit this paperwork at least 6 weeks before the overnight trip.

Grades/Departments/Club/Team Involved: Beef and Sheep Show Team

Activity Date: 2/16/23 to 2/17/23 Activity Time: 2/16/24 @ 11:00 am 2/17/24 @ 12:15 pm (see attached itinerary)

Location: Wyndham Hotel - 9000 W Airport Dr Visalia, CA 93277

Activity Purpose: Students in the OHS Ag Program will participate in attending the Made for Excellence Conference and Advanced Leadership Academy and take part in WBL FFA leadership activity that aligns with the college and career preparedness and practice/ mastery towards district outcomes.

Transportation Needed? YES ☒ NO ☐

If "YES" please complete and attach the Transportation Request Form to this Activity Request form.

If transportation is provided by a private vehicle the driver must be registered with the District and meet all requirements of fingerprinting and AB1025.

Name(s) of person(s) driving Mrs. Germanetti and Mrs. Cain

What is the impact of this activity/trip on instructional time?

Students must meet academic eligibility requirements in order to participate in this activity. Students must make arrangements to recoup assignments missed with all teachers prior to participate in this activity.

How is this activity correlated to the standards or to topics currently under study?

This activity is directly correlated to CTE Ag Standards, College and Career Readiness Standards, and District Wide Student Learning Outcomes.

If this is a fundraising activity, explain how and when money will be collected. N/A

Who is responsible for collecting money from fundraisers or for field trip? N/A

Remember any field trip must have enough money collected to ensure that all children in the group/club/class can participate whether or not they choose to participate.

Prior to approval of this activity, the Administrator may require input from other staff members to ensure a balance between academic focus and maximization of instructional time. If the request is not approved, the staff should work cooperatively with the Principal to see possible compromises and/or solutions.

Signature of Teacher

Date

Signature of Department Chair/Grade Level Lead or Activity Director

Date

Signature of Administrator

Date

Approved ☐ Rejected ☐

Reason for Rejection:



Orosi High School

Career Pathway Academy of Sustainable Agriculture

WBL: Leadership Development FFA Ag

Made For Excellence Conference and Advanced Leadership Academy (Overnight Stay)

Itinerary: Friday February 16th to Saturday February 17th, 2024

Advisors: Ms. Germanetti

Purpose: Students in the OHS Ag Program will participate in attending the Made for Excellence Conference and Advanced Leadership Academy and take part in WBL FFA leadership activity that aligns with the college and career preparedness and practice/ mastery towards district outcomes.

****Overnight Stay due to late evening ending on Friday 16th and early morning start on Saturday 17th**

**** OHS Ag Program - Students/Families to provide snack meals for the duration of the Conference**

Students may bring additional money to buy snacks/food

Location: Wyndham Hotel - 9000 W Airport Dr, Visalia, CA 93277

Friday, February 16, 2024

11:00 am	Students meet in Germanetti's room to get dressed in Official Uniform
11:30 am	Depart from OHS student parking lot
12:00 pm	Arrive at Wyndham Hotel - Conference Check-in
1:00 pm	Session 1 - FFA/ Ag Leadership Adventure
2:00 pm	Session 2 - Leadership is Personal
3:15 pm	Session 3 - Leadership is Skill
4:30 pm	Session 4 - Leadership is Interpersonal
6:00 pm	Dinner- provided at the event
7:15 pm	Session 5 - Leadership is An Action
9:00 pm	Team Building - Dance - FFA Chapter T-Shirts
11:00 pm	Curfew

Saturday, February 17, 2024

7:00 am	Breakfast- provided at the event
8:15 am	Session 6 - Leadership is a Team Sport
10:30 am	Session 7 - Leadership is a Lifestyle
11:45 am	Depart Wyndham Hotel
12:15 pm	Arrive at OHS student parking lot

Dress Code: To comply with OHS school dress code, FFA members are to be in official dress.

Student Conduct:

Students are expected to adhere to the same discipline rules/policies set in place at the site of student enrollment. We ask that students be students of character representing themselves, the school, and the community with respect and professionalism when away at school-sponsored events and activities.



WYNDHAM[®]

Hotels and Resorts

Wyndham Visalia
 9000 W. Airport Dr.
 Visalia, CA 93277 US
 Tel: 559-651-5000 Fax: 559-651-5014

12-27-23

Taylor Germanetti
 US

Thank you for making your reservation at the Wyndham Visalia. We have reserved the following accommodations for you:

Arrival Date	Departure Date	Nightly Rate	Room Type
02-16-24	02-17-24		Non smoking guestroom, 2 queen beds, 37 flat screen HDTV, a spacious work desk, in room safe, complimentary high speed wireless internet access

Deposit Requested
 111.07

Deposit Due Date
 02-16-24

Deposit Amount Paid

Your Confirmation Number is 219707742, and you are guaranteed for late arrival. If you find it necessary to cancel or change plans, please inform us by 02-15-24 at 4PM to avoid a charge of 111.07. Check-in time is 4pm.

Cancellation policy

USD 111.07 will be charged to your credit card if this reservation is not cancelled by 02-15-24, before 4PM

Again, thank you for choosing the Wyndham Visalia. We look forward to having you as our guest.

Best regards,
 Reservations Office



WYNDHAM® Hotels and Resorts

Wyndham Visalia
9000 W. Airport Dr.
Visalia, CA 93277 US
Tel: 559-651-5000 Fax: 559-651-5014

12-27-23

Taylor Germanetti
US

Thank you for making your reservation at the Wyndham Visalia. We have reserved the following accommodations for you:

Arrival Date	Departure Date	Nightly Rate	Room Type
02-16-24	02-17-24		Non smoking guestroom, 2 queen beds, 37 flat screen HDTV, a spacious work desk, in room safe, complimentary high speed wireless internet access

Deposit Requested
111.07

Deposit Due Date
02-16-24

Deposit Amount Paid

Your Confirmation Number is 219708647, and you are guaranteed for late arrival. If you find it necessary to cancel or change plans, please inform us by 02-15-24 at 4PM to avoid a charge of 111.07. Check-in time is 4pm.

Cancellation policy

USD 111.07 will be charged to your credit card if this reservation is not cancelled by 02-15-24, before 4PM

Again, thank you for choosing the Wyndham Visalia. We look forward to having you as our guest.

Best regards,
Reservations Office



WYNDHAM® Hotels and Resorts

Wyndham Visalia
9000 W. Airport Dr.
Visalia, CA 93277 US
Tel: 559-651-5000 Fax: 559-651-5014

12-27-23

Taylor Germanetti
US

Thank you for making your reservation at the Wyndham Visalia. We have reserved the following accommodations for you:

Arrival Date	Departure Date	Nightly Rate	Room Type
02-16-24	02-17-24		Non smoking guestroom, 2 queen beds, 37 flat screen HDTV, a spacious work desk, in room safe, complimentary high speed wireless internet access

Deposit Requested
111.07

Deposit Due Date
02-16-24

Deposit Amount Paid

Your Confirmation Number is 219709028, and you are guaranteed for late arrival. If you find it necessary to cancel or change plans, please inform us by 02-15-24 at 4PM to avoid a charge of 111.07. Check-in time is 4pm.

Cancellation policy

USD 111.07 will be charged to your credit card if this reservation is not cancelled by 02-15-24, before 4PM

Again, thank you for choosing the Wyndham Visalia. We look forward to having you as our guest.

Best regards,
Reservations Office

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **WORK BASED LEARNING (WBL): LEADERSHIP DEVELOPMENT FFA AG - WESTERN BONANZA LIVESTOCK SHOW (OVERNIGHT STAY)**

ATTACHMENTS: **ITINERARY, ACTIVITY REQUEST, HOTEL ACCOMODATIONS**

FUNDING SOURCE: **ASB, AG INCENTIVE AND CTE GENERAL**

DISCUSSION:

The District Director is requesting permission for Ag Advisor and 2 students to take part in a 2 Night Overnight Stay Work Based Learning Leadership Development Livestock Animal Competition in Paso Robles, California on February 16 -18, 2024. Students will demonstrate their communication, leadership and animal showcasing skills and the participatory experience will prepare them for college and career readiness. All expenses will be paid from Student Body ASB, Ag Incentive and General CTE dollars.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Lisa Castillo, College & Career Readiness Director

BOARD GOAL:

☒

1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.

☒

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☐

3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve WBL: Leadership Development FFA Ag - Western Bonanza Livestock Show (Overnight Stay).

PROPOSED ACTION:

APPROVE

Item #: 7

Cutler-Orosi Joint Unified School District

12623 Avenue 416 Orosi, CA 93647

ACTIVITY REQUEST FORM

Teacher in Charge: Mrs. Walther Date Submitted 12 / 7 / 2023
(must be 2 weeks prior to trip or event)

Type of Activity: Fundraiser ☐ Field Trip ☐ Assembly/Parent Program ☐

Other ☒ WBL: Leadership Development FFA Ag - Western Bonanza Livestock Show (Overnight Stay)

How many students will participate: 2 Which grade levels are impacted? 12th

Does this activity require an overnight stay? YES ☒ NO ☐

Please note that any activity requiring an overnight stay MUST be Board approved one month in advance! Please submit this paperwork at least 6 weeks before the overnight trip.

Grades/Departments/Club/Team Involved: Beef Show Team

Activity Date: 2/16/23 to 2/18/23 Activity Time: 2/16/24 @ 2:00 pm 2/18/24 @ 7:30 pm (see attached itinerary)

Location: Paso Robles Event Center 2198 Riverside Ave Paso Robles, CA 93446

Activity Purpose: Students in the OHS Ag Program will participate in the Western Bonanza Livestock Show to take part in WBL FFA leadership activity that aligns with the college and career preparedness and practice/ mastery towards district outcomes.

Transportation Needed? YES ☒ NO ☐

If "YES" please complete and attach the Transportation Request Form to this Activity Request form.

If transportation is provided by a private vehicle the driver must be registered with the District and meet all requirements of fingerprinting and AB1025.

Name(s) of person(s) driving Mrs. Walther

What is the impact of this activity/trip on instructional time?

Students must meet academic eligibility requirements in order to participate in this activity. Students must make arrangements to recoup assignments missed with all teachers prior to participate in this activity.

How is this activity correlated to the standards or to topics currently under study?

This activity is directly correlated to CTE Ag Standards, College and Career Readiness Standards, and District Wide Student Learning Outcomes.

If this is a fundraising activity, explain how and when money will be collected. N/A

Who is responsible for collecting money from fundraisers or for field trip? N/A

Remember any field trip must have enough money collected to ensure that all children in the group/club/class can participate whether or not they choose to participate.

Prior to approval of this activity, the Administrator may require input from other staff members to ensure a balance between academic focus and maximization of instructional time. If the request is not approved, the staff should work cooperatively with the Principal to see possible compromises and/or solutions.

Signature of teacher

Date

Signature of Department Chair/Grade Level Lead
or Activity Director

Date

Signature of Administrator

Date

Approved ☐ Rejected ☐

Reason for Rejection:

Orosi High School

Career Pathway Academy of Sustainable Agriculture

WBL: Leadership Development FFA Ag - Western Bonanza Livestock Show (Overnight Stay)

Itinerary: Friday, February 16 to Sunday, February 18th, 2024

Advisor: Katie Walther

Purpose: Students in the OHS Ag Program will participate in the Western Bonanza Livestock Show to take part in WBL FFA leadership activity that aligns with the college and career preparedness and practice/ mastery towards district outcomes.

Location: Paso Robles Event Center 2198 Riverside Ave Paso Robles, CA 93446

Transportation: Ag Truck Needed (Hauling Trailer)

**** OHS Ag Program - Students/Families to provide snack meals for the duration of the Livestock Show**

Students may bring additional money to buy snacks/food

Students: Mercedes Cuevas, Emely Jimenez

Friday, February 16

2:00 pm	Students are excused from 7th period to load animals and tack
5:00 pm	Depart OHS Ag Department
5:30 pm	Arrive at Paso Robles Event Center
6:00 pm	Weigh Steers
7:00 pm	Dinner
8:00 pm	Depart for Hotel
8:30 pm	Arrive to Hotel

Saturday, February 17

students should eat a continental breakfast at the hotel before departing

5:00 am	Depart Hotel
5:30 am	Arrive at Paso Robles Event Center
7:00 am- 5:00 pm	Prep and show animals (Lunch provided at the event @ 12:00 pm)
6:00 pm	Depart Paso Robles Event Center
6:30 pm	Dinner
7:30 pm	Arrive at Hotel

Sunday, February 18

students should eat a continental breakfast at the hotel before departing

5:00 am	Depart Hotel
5:30 am	Arrive at Paso Robles Event Center
6:00 am- 4:00 pm	Prep and show animals (Lunch Provided at the event @ 12:00 pm)
4:00-5:00 pm	Load animals and tack to depart
5:00 pm	Depart Paso Robles Event Center
7:30 pm	Arrive at OHS Ag Department

Dress Code:

To comply with OHS Dress Code, Boots, Nice jeans, and a button-down shirt

Student Conduct:

Students are expected to adhere to the same discipline rules/policies set in place at the site of student enrollment. We ask that students be students of character representing themselves, the school, and the community with respect and professionalism when away at school-sponsored events and activities.



Colette Tamouzian <cotamouzian@cojUSD.org>

From Adelaide Inn Paso Robles

2 messages

res@adelaideinn.com <res@adelaideinn.com>

To: cotamouzian@cojUSD.org

Thu, Dec 28, 2023 at 9:59 AM



1215 Ysabel Avenue,

Paso Robles, CA 93446

Main Phone: 805-238-2770 | Toll Free Phone: (800) 549-7276

E-mail: res@adelaideinn.com

YOUR RESERVATION IS CONFIRMED

for your 2 night stay in the KING BED NON-SMOKING arriving on 02/16/2024

Confirmation #: AI00342363360

Dear Kathryn Walther

It is our pleasure to confirm your reservation at Adelaide Inn in beautiful Paso Robles, California. Please be sure to review your reservation information to ensure that everything is correct.

We strive to provide our guests with a genuinely warm and personal service experience and would like to thank you for choosing Adelaide Inn on this occasion.

If you would like helpful information on things to do in Paso Robles and the surrounding area please click [here](#). Please feel free to contact us in advance should you have special requests or services needed in order to make your stay more comfortable.

Please note that our pool and spa will be closed through January 2024. We apologize for any inconvenience.

Warm regards,

Shaina Knightshead
General Manager

RESERVATION DETAILS

GUEST INFO

Name: Kathryn Walther
Email: cotamouzian@cojUSD.org
Phone:

RESERVATION INFO

Confirmation #: AI00342363360
Room Type: KING BED NON-SMOKING
of Adults: 2 | **# of Children:** 0
Check-In: Feb 16, 2024
Check-Out: Feb 18, 2024
Total Stay: 2 nights

RATE & PAYMENT INFO

Rate Type: Rate Type: Rack
Avg Rate Per Night: \$284.00/night
Total Cost for Room Plus Tax*: \$650.36
Credit Card: Visa *****2126

TERMS & CONDITIONS

*NOTICE OF TAX RATE CHANGE: PLEASE NOTE THAT ARRIVALS BEGINNING FEB 1, 2023 WILL BE SUBJECT TO THE NEW 14.5% TAX RATE FOR PASO ROBLES.

ROOM RATES: Average Daily Rate does not include tax. 13.5% Occupancy Tax will be added to the daily room rate (FOR ARRIVALS PRIOR TO FEB 1, 2023).

PETS: Pets are prohibited from staying anywhere on the premises.

CANCELLATION POLICY

CANCELLATIONS: Cancellations must be 2 days (48 hrs.) prior to arrival date to avoid a one-night room and tax penalty. Adelaide Inn reserves the right to cancel reservation if the payment card on file fails to authorize for the first night room and tax on the day of arrival, or in case of a no-show after 11:59 pm on date of arrival.

1215 Ysabel Avenue, Paso Robles, CA 93446
 805-238-2770, res@adelaideinn.com

To hear about our special offers and promotions, join our exclusive email list at www.adelaideinn.com or follow us on Facebook and Instagram.

res@adelaideinn.com <res@adelaideinn.com>
 To: cotamouzian@cojUSD.org

Thu, Dec 28, 2023 at 9:59 AM



1215 Ysabel Avenue,
 Paso Robles, CA 93446
 Main Phone: 805-238-2770 | Toll Free Phone: (800) 549-7276
 E-mail: res@adelaideinn.com

YOUR RESERVATION IS CONFIRMED

for your 2 night stay in the KING BED NON-SMOKING arriving on 02/16/2024

Confirmation #: AI00342363461

Dear Kathryn Walther

It is our pleasure to confirm your reservation at Adelaide Inn in beautiful Paso Robles, California. Please be sure to review your reservation information to ensure that everything is correct.

We strive to provide our guests with a genuinely warm and personal service experience and would like to thank you for choosing Adelaide Inn on this occasion.

If you would like helpful information on things to do in Paso Robles and the surrounding area please click [here](#). Please feel free to contact us in advance should you have special requests or services needed in order to make your stay more comfortable.

Please note that our pool and spa will be closed through January 2024. We apologize for any inconvenience.

Warm regards,

Shaina Knightshead
General Manager

RESERVATION DETAILS

GUEST INFO

Name: Kathryn Walther

Email: cotamouzian@cojused.org

Phone:

RESERVATION INFO

Confirmation #: AI00342363461

Room Type: KING BED NON-SMOKING

of Adults: 1 | **# of Children:** 0

Check-In: Feb 16, 2024

Check-Out: Feb 18, 2024

Total Stay: 2 nights

RATE & PAYMENT INFO

Rate Type: Rate Type: Rack

Avg Rate Per Night: \$284.00/night

Total Cost for Room Plus Tax*: \$650.36

Credit Card: Visa *****2126

TERMS & CONDITIONS

*NOTICE OF TAX RATE CHANGE: PLEASE NOTE THAT ARRIVALS BEGINNING FEB 1, 2023 WILL BE SUBJECT TO THE NEW 14.5% TAX RATE FOR PASO ROBLES.

ROOM RATES: Average Daily Rate does not include tax. 13.5% Occupancy Tax will be added to the daily room rate (FOR ARRIVALS PRIOR TO FEB 1, 2023).

PETS: Pets are prohibited from staying anywhere on the premises.

CANCELLATION POLICY

CANCELLATIONS: Cancellations must be 2 days (48 hrs.) prior to arrival date to avoid a one-night room and tax penalty.

Adelaide Inn reserves the right to cancel reservation if the payment card on file fails to authorize for the first night room and tax on the day of arrival, or in case of a no-show after 11:59 pm on date of arrival.

[Quoted text hidden]

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: CONSENT

AGENDA ITEM: INTERDISTRICT TRANSFER LIST

ATTACHMENTS: INTERDISTRICT TRANSFER REQUEST LIST

FUNDING SOURCE: N/A

DISCUSSION: Attached is a list of Interdistrict transfer requests for students transferring in or out of the District that have been approved or denied.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:

☒

1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.

☐

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the Interdistrict requests.

PROPOSED ACTION:

ACCEPT

Item #: 8

INTER-DISTRICT TRANSFER REQUESTS

January 18, 2024

[illegible]

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **SCHOOL ACCOUNTABILITY REPORT CARDS**

ATTACHMENTS: **SCHOOL ACCOUNTABILITY REPORT CARDS**

FUNDING SOURCE: **N/A**

DISCUSSION: According to State and Federal law, Local Education Agencies must annually update and disseminate the School Accountability Report Cards (SARC) to provide current information to parents and other members of the public by February 1st. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving goals. SARCs will be made available on the COJUSD website, in school offices, and at the District Office.

SARCs will be resubmitted once the California Department of Education (CDE) releases final data.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:



1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.



2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.



3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the SARC.

PROPOSED ACTION:

APPROVE

Item #: 9

Cutler Elementary

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Cutler Elementary
Street	40532 Rd 128
City, State, Zip	Cutler, CA 93615
Phone Number	559-528-6931
Principal	Dr. Diana Vides
Email Address	divides@cojUSD.org
School Website	http://cut.cojUSD.org/
County-District-School (CDS) Code	54 71860 6053904

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojUSD.org
District Website	www.cojUSD.org

2023-24 School Description and Mission Statement

Cutler Elementary School, the proud home of the Wildcats, is honored to offer a Dual Language Immersion strand as part of their educational program. Our school is located in the northern part of Tulare County, in the small agricultural community of Cutler. Cutler Elementary School serves approximately 604 students in Transitional Kindergarten through 5th grade. Slightly less than half our students participate in the Dual Language Immersion Program. Our student population comes from hard working families that value education and want a brighter future for their children. Our staff consists of 37 full time certificated teachers which include VAPA, PE, STEM, music, 3 academic coaches, 1 intervention coach, a learning director, and a principal. We also have a full time social worker, counselor, psychologist and 45 classified staff. The staff at Cutler Elementary School believe that all students have the ability to learn and are committed to the high standard of providing the most effective program possible. We strive to promote positive self esteem, academic and social achievement for all students so that they are college, career, community ready and prepared to compete in a global economy.

We are excited and enthusiastic about our Professional Learning Community and work diligently to provide our students with the very best educational experience. Together with our teachers and staff, we are dedicated to ensuring the academic

2023-24 School Description and Mission Statement

success of every student and providing a safe and productive learning environment. The school holds high expectations for the academic and social development of all students. In addition, through Positive Behavior Intervention Support, we teach students to follow the "Wildcat Way" by showing respect, making good decisions and solving problems. We believe that excellence in academics and respectful attitudes and behaviors are the key to success now and in the future. Our school motto is "Raising Our Achievement Radically (ROAR) with HEART" #Hardworking, #Empathetic, #Accountable, #Respectful, #Trustworthy. Our staff strives daily to provide our students with the academic support and skills to make ensure our students feel loved and encouraged to reach their full potential. Parents and community members are important to our academic program. We welcome your participation in school activities and encourage you to join our School Site Council (SSC) and English Language Learner Advisory Council (ELAC). Our staff looks forward to working with you and our students on another year of academic success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	112
Grade 2	91
Grade 3	89
Grade 4	93
Grade 5	86
Total Enrollment	609

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Asian	0.3%
Black or African American	0.2%
Filipino	0.5%
Hispanic or Latino	98.7%
White	0.3%
English Learners	52.9%
Foster Youth	1.1%
Homeless	2%
Migrant	3.1%
Socioeconomically Disadvantaged	97.4%
Students with Disabilities	9.7%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.30	90.42	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	9.58	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.80	3.00	12115.80	4.41
Unknown	0.00	0.00	5.50	2.87	18854.30	6.86
Total Teaching Positions	31.30	100.00	193.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.20	96.58	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.42	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.80	4.18	11953.10	4.28
Unknown	0.00	0.00	2.20	1.20	15831.90	5.67
Total Teaching Positions	29.20	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, Journeys 2016	Yes	0
Mathematics	Great Minds, Eureka Math 2015	Yes	0

Science	McGraw Hill CA Inspire Science	Yes	0
History-Social Science	Pearson, My World Interactive 2018	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

All school grounds, buildings, and restrooms are maintained and kept in good working order. The custodial and maintenance staff conduct repairs as needed throughout the year to ensure the facilities are kept in good repair. All classrooms and buildings are deep cleaned during the summer break. All areas that need painting are painted and areas in need of repair are repaired.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	34	39	40	47	46
Mathematics (grades 3-8 and 11)	22	23	23	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	263	97.05	2.95	33.84
Female	132	129	97.73	2.27	38.76
Male	139	134	96.40	3.60	29.10
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	268	260	97.01	2.99	34.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	136	130	95.59	4.41	16.92
Foster Youth	--	--	--	--	--
Homeless	29	25	86.21	13.79	16.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	264	258	97.73	2.27	33.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	268	98.89	1.11	23.13
Female	132	132	100.00	0.00	18.94
Male	139	136	97.84	2.16	27.21
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	268	265	98.88	1.12	23.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	136	135	99.26	0.74	14.81
Foster Youth	--	--	--	--	--
Homeless	29	29	100.00	0.00	13.79
Military	0	0	0	0	0
Socioeconomically Disadvantaged	264	262	99.24	0.76	23.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	3.85

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.26	21.18	16.96	16.45	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	86	100.00	0.00	20.93
Female	47	47	100.00	0.00	12.77
Male	39	39	100.00	0.00	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	86	86	100.00	0.00	20.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	43	43	100.00	0.00	11.63
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	82	100.00	0.00	20.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are actively involved in the School Site Council and the English Learner Advisory Committee. At Cutler Elementary School we have school wide parent nights hosted by teachers to help students at home and to monitor their progress. These parent nights are thematic and filled with activities and materials to continue the strategies learned at home. Teachers use platforms such as ClassDojo, Seesaw, and Parent Square to communicate regularly with parents. Home-school communication and partnerships are further strengthened through parent-teacher conferences. Parents of all English Learners are provided with an Individual Literacy and Language Plan that show what we are doing at school to support the student and strategies for parents to support their student at home. All students reading below grade level are also provided with an Individual Literacy Plan, however, this focuses solely on literacy. Our teachers address parent concerns promptly and value their input. We invite our parents to several parent nights throughout the school year on various topics. We also recognize our parents and their students during our end of the trimester assemblies.

Our staff provides parents with a variety of workshops that combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success. This year we are participating in Calm and Kind Parent Academy. The series of comprehensive workshops are presented by a classified staff. Parents come learn how to get involved at Cutler Elementary School, become a school leader, and help plan events for all families to enjoy. Please join us in empowering families through education. If you would like more information on how you can get involved at Cutler Elementary School please contact Dr. Vides at 559-528-6931.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	656	645	123	19.1
Female	327	320	61	19.1
Male	329	325	62	19.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	1	1	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	648	637	122	19.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	1	50.0
English Learners	381	374	60	16.0
Foster Youth	12	9	1	11.1
Homeless	85	84	18	21.4
Socioeconomically Disadvantaged	638	627	120	19.1
Students Receiving Migrant Education Services	29	29	6	20.7
Students with Disabilities	69	67	13	19.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.45	0.76	0.10	4.57	4.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.37	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76	0
Female	0.61	0
Male	0.91	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.52	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.78	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Our school staff is committed to providing a safe environment for our students. The principal and Learning Director formed a committee to study and review the safety plan for Cutler School. The Cutler School Safety Plan was updated by this committee and was approved by the Cutler School Site Council on February 5, 2023. Safety was discussed and all staff are familiar with the components of the plan. Teachers regularly stress safety with students, and students are closely monitored during all activities with the utmost safety standards in mind. Emergency response procedures have been discussed and all staff and key personnel were trained on August 8, 2023. Many of the teachers and support staff have taken part in the district's CPR/First Aid Training program. Fire drills and emergency lockdown drills are a regular part of the school's program. Drills are performed on a monthly basis to prepare students and staff for possible classroom evacuations. Every classroom/office has a safety folder which includes the following tabs: Tab 1 - Evacuation Map, Site Directory, Emergency Telephone List, Bell Schedule, Crisis Management Procedure, Campus Emergency Assignments, Emergency Evacuation Locations, Teacher "Buddy" List, District Directory. Tab 2 - Emergency Response Procedures: Evacuation. Tab 3 - Emergency Response Procedures: Shelter In Place. Tab 4 -Emergency Response Procedures: Drop and Cover. Tab 5 - Emergency Response Procedures: Lockdown. We also participate in ActVNet through Tulare County Office of Education to support our site in being able to respond quickly to any emergency situation that may arise in conjunction with local authorities.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	6	
1	20	3	4	
2	23	6		1
3	19	5		
4	29		3	
5	25		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	8	
1	19	3	4	
2	23	2	4	1
3	20	11		1
4	23		8	
5	28		6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	609

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,807.63	\$ 2,723.60	\$ 9,833.51	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	-19.1	-6.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-7.3

Fiscal Year 2022-23 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Rocket Math, IMSE, Accelerated Reader)

Supplemental books and reference materials Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services, Step Up to Writing PL)

Supplemental materials and supplies

Non Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems.) A link to the District LCAP plan can be found on the District Website (www.cojused.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

Professional Development

Cutler School participates in a 90-minute staff development and collaboration period through a "Late Start Wednesday" program weekly. Teachers meet in grade level Professional Learning Communities to focus on Common Core Standards, student data, and learning strategies that make a difference in student achievement. Once a month, at our all staff PLC meetings, the leadership team provides the staff with training on school wide strategies, differentiated instruction, growth mindset, teacher clarity, Great Instruction the First Time (GIFT) framework, and other beneficial topics. Extended Professional Development days are built into the teacher contract and add an additional 15 hours of learning based on the specific needs of the students. The teachers also receive professional development through lesson studies on different learning strategies facilitated by the academic coaches throughout the school year. Teachers receive professional development from district-wide in-service training and other opportunities offered from outside partners. Tulare County Office of Education has provided many and varied in-service workshops which our staff have chosen to attend. Professional development covers major subjects (Reading, Writing, Language, Math, Close Reading strategies, and Assessments) strategies to support English Learners, technology use and Special Education. All teachers have been trained in the 4Cs, 4Ls, Learning Targets, DOK, and Step Up to Writing. All teachers were provided training on the new English Language Development Standards. Para-professionals and volunteers participate in trainings to increase their skill level in supporting students to meet or exceed grade-level standards. Our primary area of focus is reading. Our data shows that many of our students are not reading at grade level. Our goal is to have every student on grade level by the time they enter third grade. Our teachers were provided with training on how to use Fountas and Pinnell Benchmark Assessment System and small group leveled reading instruction to better serve our students. Observations are conducted by the leadership team and administration on a weekly basis. Instructional Coaches facilitate lesson studies, coaching cycles, and provide extra training for teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Golden Valley Elementary

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Golden Valley Elementary
Street	41465 Rd 127
City, State, Zip	Orosi, CA 93647
Phone Number	559-528-9004
Principal	Mrs. Melissa Trujillo-Delgadillo
Email Address	medelgadillo@cojUSD.org
School Website	http://qvs.cojUSD.org/
County-District-School (CDS) Code	54718606112684

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojUSD.org
District Website	www.cojUSD.org

2023-24 School Description and Mission Statement

Golden Valley Elementary School is located in the northern part of Tulare County, in the small agricultural community of Orosi. Golden Valley Elementary currently serves approximately 660 TK-5 students and their families. A preschool is also located on our campus. We are excited to offer a Dual Immersion program on-site. The addition of this program provides parents with the option of enrolling their child in a Dual Immersion class in TK-5th grade. The majority of students live within walking distance of the school. The student population is primarily Hispanic (approx. 95%). Approximately 44% of the students are English Language Learners. Golden Valley Elementary School believes in empowering all students to be college and career-ready scholars, critical thinkers, powerful communicators, creative and quality producers, leaders, and productive citizens.

Our educational team is committed to "Educate Minds and Inspire Futures" in a safe and supportive environment. It is our school vision to promote and foster great learning opportunities and experiences for all students and enhance current best practices to continue our pursuit of making MAGIC happen at Golden Valley.

We are committed to working together and building collective efficacy to support and enhance student learning. We are also

2023-24 School Description and Mission Statement

committed to providing ALL students with opportunities to excel and grow academically while ensuring all students are afforded opportunities to grow leadership skills, build critical thinking skills, and learn to be productive citizens, who are prepared to compete in a global economy. The Golden Valley staff is excited to serve all of our families, it is our mission to build strong home-school connections. Students who feel connected, and who build strong relationships with staff, are most likely to grow leaps and bounds.

Making #MAGIC happen every day consists of these 5 components:

M - Make Learning Visible - Learning you can see and hear

A - Analysis and Action - Data-Driven Instruction

G - Graduate Outcomes - Preparing students for College/Career/Community

I - Instruction - Great Instruction the First Time (GIFT) - Great Instruction - Know our Impact

C - Collective Efficacy - A staff's shared belief that through their collective action they can positively influence student outcomes

If you believe it, you will see it.

Graduate Outcomes

Golden Valley staff will continue to support students in attaining proficiency in the Six Graduate Outcomes. Preparing students early on for college, career, and beyond is our fundamental goal. Teaching and instilling in our students the importance of leadership skills, and the power of being a powerful communicator, critical thinker, and ethical decision-maker is a top priority. Not only will we work to ensure that all students are academically excelling and producing quality work, but they will ultimately be productive citizens and contributing members of our society.

Dual Immersion

We are excited to provide our families opportunities to enroll students in our Dual Immersion program beginning in Transitional Kindergarten. Over the past several years we have been growing our program with the ultimate goal of having Dual Immersion represented in all of our TK-5th grade levels. The 23-24 school year has seen the addition to our dual immersion program by expanding to 5th grade. Students are demonstrating proficiency in English and Spanish through the four domains of language - Reading, Writing, Listening, and Speaking. We are excited to see our students grow as it is our goal to provide our students with the best teachings so that they may move on to the secondary level and receive the State Seal of Bilingualism (SSB), marked by a gold seal on the diploma or transcript, which recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	139
Grade 1	98
Grade 2	108
Grade 3	104
Grade 4	98
Grade 5	112
Total Enrollment	659

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6%
Male	50.4%
Black or African American	0.3%
Filipino	3.9%
Hispanic or Latino	94.4%
Native Hawaiian or Pacific Islander	0.5%
White	0.9%
English Learners	44%
Foster Youth	0.3%
Homeless	1.1%
Migrant	2.7%
Socioeconomically Disadvantaged	92.6%
Students with Disabilities	8.5%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.30	88.00	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	9.00	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.00	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.80	3.00	12115.80	4.41
Unknown	0.00	0.00	5.50	2.87	18854.30	6.86
Total Teaching Positions	33.30	100.00	193.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.20	96.70	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.30	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.80	4.18	11953.10	4.28
Unknown	0.00	0.00	2.20	1.20	15831.90	5.67
Total Teaching Positions	30.20	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, Journeys 2016	Yes	0
Mathematics	Great Minds, Eureka Math 2015	Yes	0

Science	McGraw Hill CA Inspire Science	Yes	0
History-Social Science	Savvas, My World Interactive 2018	Yes	0

School Facility Conditions and Planned Improvements

Golden Valley has 33 classrooms, 1 library, 1 cafeteria, 1 STEM lab, 1 PE building, 1 Music room, 1 VAPA class, 2 Learning Centers with a Reading Intervention Coach, an administration building, and a new Kindergarten building that houses 2 Universal Transitional Kindergarten classes, 2 Kindergarten classes, and 2 Dual Immersion Kindergarten classes.

Golden Valley also has 4 playgrounds with age-appropriate equipment. The lead custodian and principal found no facility issues that posed an emergency or threat to the safety of pupils or staff. Overall school rating EXEMPLARY

Cleanliness

The custodial team takes pride in the upkeep of our school facilities and grounds, classrooms are cleaned and vacuumed regularly. The hallways and walkways are cleaned each week with the use of gas-powered blower and/or pressure washer. Playground equipment is inspected monthly and replaced in a timely manner.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	34	39	40	47	46
Mathematics (grades 3-8 and 11)	27	36	23	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	316	313	99.05	0.95	33.87
Female	154	153	99.35	0.65	33.33
Male	162	160	98.77	1.23	34.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	303	300	99.01	0.99	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	133	131	98.50	1.50	15.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	296	293	98.99	1.01	33.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	10.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	316	313	99.05	0.95	35.78
Female	154	153	99.35	0.65	30.07
Male	162	160	98.77	1.23	41.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	303	300	99.01	0.99	35.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	133	131	98.50	1.50	23.66
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	296	293	98.99	1.01	35.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	13.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.00	19.09	16.96	16.45	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	110	97.35	2.65	19.09
Female	54	53	98.15	1.85	16.98
Male	59	57	96.61	3.39	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	105	97.22	2.78	19.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	49	47	95.92	4.08	4.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	103	97.17	2.83	18.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	11	91.67	8.33	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Golden Valley Elementary administration and staff focus on providing parents with multiple opportunities to be involved with parent workshops, meet and greet sessions, and participation in our School Site Council and English Learner Advisory Committee. Our School Site Council and English Learner Advisory Committee are comprised of parents and staff with the sole purpose of analyzing data and discussing the next steps to move and drive student achievement.

Golden Valley Elementary staff is committed to providing parents with literacy and parenting strategies by offering a Parenting Partners Program, 2 sessions are offered each year. Parenting Partners workshops combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success.

Home-school communication and partnerships are developed through annual events such as the annual school carnival, Parent Conferences, Back to School Night, Open House, and various musical/drama programs.

Parents are informed of our school events through flyers, our automated phone system, ClassDojo, ParentSquare, social media, and the school's home page online. Please contact Principal Mrs. Delgadillo @ 528-9004 if you would like more information.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	684	111	16.2
Female	339	337	58	17.2
Male	352	347	53	15.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	2	2	1	50.0
Filipino	27	27	5	18.5
Hispanic or Latino	655	648	105	16.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	318	314	43	13.7
Foster Youth	4	4	0	0.0
Homeless	17	16	2	12.5
Socioeconomically Disadvantaged	633	626	102	16.3
Students Receiving Migrant Education Services	20	20	4	20.0
Students with Disabilities	77	74	15	20.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.12	1.30	0.10	4.57	4.93	0.20	3.17	3.60
Expulsions	0.00	0.28	0.00	0.00	0.15	0.37	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.3	0
Female	0.88	0
Male	1.7	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	7.41	0
Hispanic or Latino	1.07	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.63	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Golden Valley Elementary Safety Plan ensures that our school campus provides a safe environment for students, staff, and the public. This environment ensures students have a place to foster educational, social, and emotional growth. The plan is reviewed by the Golden Valley School Site Council on an annual basis. The plan is also reviewed annually by the faculty of Golden Valley Elementary School. It was last reviewed in September of 2023. Golden Valley Elementary School implements the Positive Behavior Intervention System known as PBIS. This is a school environment plan that emphasizes effectively communicating the expected behavior of our staff and students. Golden Valley Elementary School emphasizes that students are safe, respectful, and responsible. This campus-wide program has both an educational component and an intervention system for students. Our school has been recognized as a Platinum Model School for the 2022-2023 school year. Safety meetings take place bi-monthly at the District Office led by Mrs. Sunsie Tumacder and are facilitated on-site with staff by the Learning Director. Each site has a comprehensive plan and presentations are delivered to all staff. Golden Valley administration reviews the site safety plan with staff each September and ongoing updates are given throughout the year. Site administration meets with staff, parents, and leadership teams often to discuss safety procedures and protocols. In addition, Golden Valley conducts monthly practice drills. Drills include Fire, Earthquake, Duck and Cover, Lock-Down, and Shelter in Place. Our local Sheriff's Department supports us in our efforts.

Every staff member on campus has a safety folder that includes the following.

- Site Directory
- Emergency Telephone List
- Bell Schedule
- Crisis Management Procedure
- Campus Emergency Assignments
- Emergency Evacuation Locations
- Teacher "Buddy" List
- District Directory

2023-24 School Safety Plan

Emergency Response Procedures: Evacuation
 Emergency Response Procedures: Shelter In Place
 Emergency response procedures: Drop and Cover
 Emergency Response Procedures: Lockdown.

In addition, our Safety Plan is reviewed by our School Site Council frequently throughout the year to make changes as needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	3	6	
1	22	1	6	
2	23		7	
3	27		4	1
4	29		4	
5	29		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	6	1
1	22	3	4	
2	21	5	2	
3	22	3	8	1
4	28		7	
5	26		8	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	659

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,535.35	\$ 2,180.63	\$ 9,104.20	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	-22.0	-7.2
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-8.1

Fiscal Year 2022-23 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Accelerated Reader)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

Professional Development

Professional Learning takes place on an ongoing basis at Golden Valley Elementary. We are fortunate to have three full-release academic coaches. Coaches meet regularly to provide informal support as well as formal coaching cycles where data is collected and analyzed. Planning takes place to help support teachers in providing high-quality instruction to students. Professional Learning takes place on a monthly basis for 2 hours on selected topics based on instructional needs. Teachers have one hour of learning new information and then have one hour of planning and implementation time. We have a strong focus on literacy and our goal is to ensure that 90% of all second graders are reading on grade level.

Teachers also participate in weekly grade-level Professional Learning Communities for 90 minutes, where they plan and review learning progressions, review upcoming assessments, review assessment data, and plan the next steps to improve student achievement.

The administrative team meets three times a year with each grade level to discuss goals and student achievement data. During this meeting, 4 essential questions are discussed:

1. What do we expect our students to learn? (Goals/Expectations)
2. How will we know they are learning? (Assessment)
3. How will we respond when they don't learn? (Intervention)
4. How will we respond if they already know it? (Enrichment)

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Palm Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Palm Elementary School
Street	12915 Ave 419
City, State, Zip	Orosi, CA 93647
Phone Number	559-528-4751
Principal	Mrs. Yovana Castillo
Email Address	yocastillo@cojUSD.org
School Website	http://www.cojUSD.org/
County-District-School (CDS) Code	54-71860-6053938

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojUSD.org
District Website	www.cojUSD.org

2023-24 School Description and Mission Statement

Located in a farming community of the Central Valley and a 45-minute drive to the Sequoia National Park, Palm Elementary, a California Gold Ribbon School and California Title 1 Distinguished School, serves as one of the hubs of this small unincorporated community. Our beautiful building is one of three schools located within one square mile of the Cutler-Orosi Joint Unified School District. Palm Elementary School is located in Orosi, situated in Tulare County, and serves students in preschool through fifth grade following a traditional calendar. The school mascot is the Panther and the school colors are hunter green and black.

At the beginning of the 2023-24 school year, 548 students were enrolled, including 96.2% Socioeconomically Disadvantaged and 50% English Learners. Palm has approximately 34 certificated staff members, 20 classified instructional aides, 8 preschool aides, a classified librarian, a PE Technician, and 20 other classified staff members.

District Vision and Mission: Mission - Educating Minds, Inspiring Futures. Vision: All students will be college, career, and community-ready and prepared to compete in a global economy.

- Goal 1: Achieve academic excellence and meet the needs of all students in a safe and supportive environment.
- Goal 2: Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
- Goal 3: Create efficient and effective systems that are innovative, accountable, and proactive.

Mission Statement:

Palm Elementary School creates a student-centered learning environment that serves the whole child in grades ranging from preschool through 5th Grade. We enable students to prepare for their future by developing the skills, knowledge, and confidence necessary to seek a meaningful life, both individually and as productive members of the community.

School Profile and Description:

Palm Elementary School serves a culturally diverse community of students, parents, and staff that strives to create a peaceful environment in which each person is treated with unconditional positive regard and acceptance. Within such an environment, students are empowered and inspired to reach their full academic, emotional, and physical potential in their development as

2023-24 School Description and Mission Statement

lifelong learners. The staff at Palm Elementary is fully committed to implementing, utilizing, and overseeing an intensive, balanced, standards-based curriculum to ensure the success of each child. A particular emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency in state standards and curriculum. Staff and parents work together to create a learning environment that has high academic expectations, promotes students' social, emotional, and physical development, teaches responsibility and pride, and models learning as a lifelong endeavor. We are excited about our school, its regular program, as well as our intervention programs, and welcome all to support our efforts.

Through rigorous academic standards, high expectations, and a comprehensive and coordinated curriculum (including Visual and Performing Arts), Palm Elementary, in partnership with our District and community, will prepare students with the knowledge and skills necessary to excel in higher education, careers, society, and life with empowered confidence to fulfill their dreams and aspirations for the future.

The staff at Palm School works diligently to constantly improve the educational experience for all students. The goal for the 2023-24 school year is to increase student achievement in ELA and Math sufficiently to meet local assessment and CAASPP growth targets for school-wide and significant subgroups.

Along with this to maintain and safe and positive school culture where students feel valued and respected. Our Panther P.R.I.D.E expectations serve as a guiding framework for promoting kindness, empathy, and responsible behavior among our students. We encourage each child to be Positive, Respectful, Integrity, Determined, and Excellence, both in and out of the classroom. By embodying these principles, we can foster an environment that encourages academic success, personal growth, and the development of strong character.

Palm School encouraged our parents and students to build strong family relationships as a priority. We all know that students learn at home, at school, in our community, and with their peers. We need to develop an action plan that incorporates home, school, and the community. We encourage parents to actively participate in these endeavors as strong partnerships between home and school are vital for student success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	135
Grade 1	71
Grade 2	84
Grade 3	94
Grade 4	94
Grade 5	89
Total Enrollment	567

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
American Indian or Alaska Native	0.2%
Asian	0.4%
Filipino	2.1%
Hispanic or Latino	95.8%
White	1.6%
English Learners	50.3%
Foster Youth	0.4%
Homeless	3.2%
Migrant	3.4%
Socioeconomically Disadvantaged	94.4%
Students with Disabilities	10.6%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.80	89.94	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	10.06	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.80	3.00	12115.80	4.41
Unknown	0.00	0.00	5.50	2.87	18854.30	6.86
Total Teaching Positions	29.80	100.00	193.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	96.07	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.93	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.80	4.18	11953.10	4.28
Unknown	0.00	0.00	2.20	1.20	15831.90	5.67
Total Teaching Positions	25.40	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, Journeys 2016	Yes	0

Mathematics	Great Minds, Eureka Math 2015	Yes	0
Science	McGraw Hill, 2023	Yes	0
History-Social Science	Pearson, My World Interactive 2018	Yes	0
Foreign Language	n/a		
Health	n/a		
Visual and Performing Arts	n/a		

School Facility Conditions and Planned Improvements

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The Principal and Lead Custodian inspect Palm Elementary School on a monthly basis. Palm Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place in November of 2023. During the survey there were no noted deficiencies in the school inspection survey by the principal and custodian.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	50	39	40	47	46
Mathematics (grades 3-8 and 11)	33	42	23	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	278	274	98.56	1.44	50.00
Female	152	149	98.03	1.97	59.73
Male	126	125	99.21	0.79	38.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	261	258	98.85	1.15	49.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	120	118	98.33	1.67	30.51
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	53.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	258	99.23	0.77	48.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	28.13

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	278	274	98.56	1.44	41.97
Female	152	148	97.37	2.63	45.95
Male	126	126	100.00	0.00	37.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	261	258	98.85	1.15	41.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	120	118	98.33	1.67	26.27
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	13.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	257	98.85	1.15	39.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	15.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.67	19.54	16.96	16.45	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	89	97.80	2.20	21.35
Female	51	49	96.08	3.92	24.49
Male	40	40	100.00	0.00	17.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	89	87	97.75	2.25	21.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	38	38	100.00	0.00	7.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	86	98.85	1.15	19.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	18.18

B. Pupil Outcomes**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Palm Elementary School, it is truly evident that parents are not only welcomed but also embraced as co-educators and seen as valuable resources within their child's educational experience. We view education as a partnership and believe that schools improve when teachers and parents act as a team to reinforce each other's efforts in delivering quality education. The School Site Council (SSC) is made up of parents and teachers who together suggest how funds will be spent along with other important school decisions. We have a large number of community volunteers throughout the year at Palm Elementary School. Our parents are an integral part of our site strategic plan and are partners in completing our Local Control Accountability Plan (LCAP) each year in February. Several parents meet yearly to review and update our plan which drives our focus and instruction throughout the year. We are proud to say that parents are truly an essential part of the educational process at Palm Elementary School.

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group (ELAC and SSC), or simply attending school events. Parents stay informed of upcoming events and school activities through automated telephone messages, parent square, the school marquee, school event calendar, school notices, and the District and school websites. Contact the school office at (559) 528-4751 for more information on how to become involved in your child's learning environment.

These are some of the many opportunities available to become involved at Palm School:

1. Opportunities to volunteer- Chaperone, Classroom Helper, Library Assistant, Office Helper, Student Picture Day, Reading to Students, Evening Events, Charitable Causes for Students, After School, GATE Activities, Family Fun Nights, School Projects Preparation, Canned Food Drive, Book Fairs and Field Trips.
2. Committees - English Learner Advisory Council, District English Learner Advisory Council, School Site Council, Positive Behavior Intervention & Supports (PBIS) Committee
3. School Activities- Back to School Night, Open House Student, Performances Awards Assemblies, GATE Programs, Monthly Family Fun Night Family, College, and Career Guest Speakers, Book Talks, Educational & Enrichment Assemblies, After School Intervention Programs, Student Leadership Team, Veteran's Day Parade, Before and After School Book Club, Reading Buddy Program, Parenting Partners, Calm and Kind leadership development

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	612	592	113	19.1
Female	314	303	60	19.8
Male	298	289	53	18.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	5	4	3	75.0
Black or African American	0	0	0	0.0
Filipino	12	12	0	0.0
Hispanic or Latino	586	568	110	19.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	8	7	0	0.0
English Learners	345	332	67	20.2
Foster Youth	4	4	0	0.0
Homeless	39	38	9	23.7
Socioeconomically Disadvantaged	579	561	108	19.3
Students Receiving Migrant Education Services	21	20	7	35.0
Students with Disabilities	78	77	17	22.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.34	0.33	0.10	4.57	4.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.37	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0
Female	0	0
Male	0.67	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.34	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.58	0
Foster Youth	0	0
Homeless	2.56	0
Socioeconomically Disadvantaged	0.35	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Palm Elementary School in collaboration with local agencies and the District Office. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in August and October 2023. Staff responsibilities and safety plan updates were discussed with staff in August and October 2023. Additionally, we ensure our school and grounds are safe. The staff monitors our campus before, during, and after school, and maintains monthly FIT (Facility Inspection Tool) reports. An assertive discipline plan is strictly enforced to keep fighting and bullying to a minimum. We have an adequate number of playground supervisors during recess and routinely review playground safety rules with students. Fire, earthquake, and emergency drills are conducted monthly. PBIS (Positive Behavior Intervention Support) is implemented at our school, and there is an emphasis on positive reinforcement and good choices.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6		
1	24		4	
2	30		3	1
3	30		3	1
4	25		4	
5	28		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6		
1	19	4		
2	28		3	1
3	30		3	1
4	29		3	
5	25		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,665.67	\$ 1,579.02	\$ 9,836.13	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	-27.2	-8.7
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-9.5

Fiscal Year 2022-23 Types of Services Funded

Palm Elementary School has various before/after school enrichment opportunities that support student learning and recreation. During the instructional day, reading intervention teachers work with students in grades K-5th grade on decoding and comprehension skills. We also have English Learner Academy for our students in grades 1 to 5.

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after-school tutorials, instructional aides, Lexia, Accelerated Reader)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non Cap Equipment (technology)

LCFF/LCAP

ELOP

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

Professional Development

Cutler-Orosi School District Professional Development is committed to supporting teacher learning and student learning with services designed by leading education experts (Cutler-Orosi Content Coaches and Tulare County Office of Education Staff). Palm School participates in a 2-hour monthly after-school Extended Professional Development. Teachers are given professional development with an on-site Common Core workshop to help teachers deepen their understanding of scientifically based instruction, build upon their own content knowledge, and learn to implement pedagogical best practices in the classroom. In addition, new teachers participate in the TIPS program. On-site support providers help teachers complete their requirements. Supporting English Learners (EL) students to improve and meet the needs of all students through deployments is the focus of each teacher. Instructional Coaches are also utilized to improve student outcomes. Palm Elementary School devoted one day in November to refine reading instruction.

2023-2024 Professional Development for Cutler-Orosi Unified School District's certificated and classified staff is robust: district-wide professional development; weekly collaboration and professional growth for school sites, departments, or grade level

Professional Development

teams; and District leadership teams, collaboration, and curriculum development beyond the scope of the school day.

District-wide professional development: All staff, classified and certificated, participated in the professional development centering on Multi-Tiered Systems of Support (MTSS) with a focus on behavioral, social-emotional, and academic learning. Staff received Professional Learning. This consists of health/safety procedures, standard-based grade book, comprehensive safety plan, arm intruder, Institute for Multi-Sensory Education, Rocket Math, Writing Calibrations, Step Up to Writing, Sobrato Early Academic Language, Aeries, Guided Reading, Shared Reading, Social-Emotional Learning, Students with Disabilities, English Learner, Number Talks, Level Literacy Intervention (LLI), and anchor charts.

Weekly collaboration and professional growth for school sites: All teachers receive approximately 1.5 hours each Wednesday for staff meetings, site- and district-based Professional Learning, department/grade-level meetings, and/or articulation between grades, departments, and sites.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

El Monte Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	El Monte Middle School
Street	42111 Rd 128
City, State, Zip	Orosi, CA 93647
Phone Number	559-528-3017
Principal	Ms. Larissa Goosev
Email Address	largoosev@cojUSD.org
School Website	http://elm.cojUSD.org/
County-District-School (CDS) Code	54-71860-6118111

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojUSD.org
District Website	www.cojUSD.org

2023-24 School Description and Mission Statement

El Monte Middle School is in Orosi, California, and is nestled near the base of the Sequoia National Park and Kings Canyon National Park. El Monte Middle School campus covers over one million square feet of classrooms, soccer fields, basketball courts, baseball and softball fields. El Monte Middle School is home to approximately 900 students in grades 6, 7, and 8. The staff at El Monte is committed to meeting the instructional, social-emotional, and behavioral needs of every student via research-informed best practices, high-quality instructional strategies, online educational programs, and traditional instructional classroom environments. Teachers embrace this commitment by providing the GIFT: Great Instruction the First Time. All departments engage in weekly data analysis where students' academic growth is monitored and instructional planning takes place. Our goal is to increase reading comprehension, literacy skills, and provide instruction that truly meets the needs of all students. El Monte Middle School continues to have high expectations for students by providing high-quality instruction, setting grade level performance expectations, and by enforcing school-wide eligibility for extracurricular events. We will continue to promote high academic expectations and offer incentives for students who meet eligibility. All students have an opportunity to participate in an extra or co-curricular activity that extends beyond the classroom. El Monte Middle School's motto "Lobos LEAD" is a constant reminder to Lead, Engage, Accept Everyone and be Dependable. Our forward-thinking team of educators understand that this belief begins with us.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	290
Grade 7	314
Grade 8	319
Total Enrollment	923

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.1%
Asian	0.2%
Filipino	2.9%
Hispanic or Latino	95.6%
Native Hawaiian or Pacific Islander	0.1%
White	1.1%
English Learners	34.8%
Foster Youth	0.4%
Homeless	2.1%
Migrant	2.7%
Socioeconomically Disadvantaged	97.2%
Students with Disabilities	7.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.30	62.62	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	8.00	18.31	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	7.62	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	4.19	5.80	3.00	12115.80	4.41
Unknown	3.10	7.23	5.50	2.87	18854.30	6.86
Total Teaching Positions	43.60	100.00	193.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.10	74.28	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	4.90	10.84	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.10	9.04	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	5.04	7.80	4.18	11953.10	4.28
Unknown	0.30	0.74	2.20	1.20	15831.90	5.67
Total Teaching Positions	46.00	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	4.00
Misassignments	0.30	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.30	4.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.80	2.30
Total Out-of-Field Teachers	1.80	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	0.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28	0.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections and online; Close Reader Consumables	Yes	0
Mathematics	OER "Illustrative Math": Blended and Distance learning program online	Yes	0

Science	California Inspire Science Integrated Grade 6, 7,8 Premium Print & Digital 8YR bundle w/Syncblasts	Yes	0
History-Social Science	Pearson- My World INTERACTIVE California World History: Ancient Civilizations and Student Consumables Pearson- My World INTERACTIVE California World History: Medieval and Early Modern Times and Student Consumables Pearson- My World INTERACTIVE California World History: Growth and Conflict	Yes	0
Foreign Language	Vista Higher Learning: Senderos	Yes	0

School Facility Conditions and Planned Improvements

At El Monte Middle School, we strive to provide students with a school environment that is safe, clean, and well-maintained. El Monte currently has four campus security personnel who provide supervision throughout the day. In addition, it is an expectation that teachers provide additional supervision during the passing periods and after school. Campus custodians work diligently to ensure facilities are clean and in good repair. At El Monte Middle School, we understand that the condition of our school facilities directly affects the culture and climate of our campus. Facilities are regularly inspected to guarantee that the cleanliness and overall functionality are exemplary. Alarm systems are updated and regularly checked. Each classroom has been equipped with a projector, TV or Smart Board, document camera, and a voice amplifier system.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			In Classrooms 8,9,10,11,12,13,14,15,16, and Computer Lab, old HVAC systems were replaced with new systems. Heater repaired in STEM Lab and maintained in Room 47.
Interior: Interior Surfaces	X			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			n/a
Electrical	X			n/a
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			n/a
Safety: Fire Safety, Hazardous Materials	X			n/a
Structural: Structural Damage, Roofs	X			n/a
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			n/a

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	37	39	40	47	46
Mathematics (grades 3-8 and 11)	21	19	23	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	932	920	98.71	1.29	36.96
Female	449	444	98.89	1.11	43.69
Male	482	475	98.55	1.45	30.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	27	26	96.30	3.70	57.69
Hispanic or Latino	891	880	98.77	1.23	36.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	320	312	97.50	2.50	10.90
Foster Youth	--	--	--	--	--
Homeless	50	46	92.00	8.00	23.91
Military	--	--	--	--	--
Socioeconomically Disadvantaged	901	892	99.00	1.00	35.99
Students Receiving Migrant Education Services	23	22	95.65	4.35	9.09
Students with Disabilities	76	74	97.37	2.63	2.70

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	931	922	99.03	0.97	18.55
Female	449	446	99.33	0.67	18.39
Male	482	476	98.76	1.24	18.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	27	26	96.30	3.70	30.77
Hispanic or Latino	890	882	99.10	0.90	18.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	320	317	99.06	0.94	2.84
Foster Youth	--	--	--	--	--
Homeless	50	50	100.00	0.00	8.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	901	893	99.11	0.89	18.37
Students Receiving Migrant Education Services	23	23	100.00	0.00	4.35
Students with Disabilities	76	74	97.37	2.63	1.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.57	10.66	16.96	16.45	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	321	99.69	0.31	11.21
Female	155	155	100.00	0.00	9.03
Male	167	166	99.40	0.60	13.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	313	312	99.68	0.32	11.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	108	108	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	6.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	314	313	99.68	0.32	10.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	6.90

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and families of El Monte students are welcomed and encouraged to participate in school functions. There are multiple opportunities for parents to be involved in school. Parents are invited to eat breakfast or lunch with their child each month through Donuts with Grownups, Pastries with Parents, or Lobo Lunch events. During these events, school administration provides training to parents on attendance and eligibility requirements. English Learner Advisory Committee (ELAC), Student Site Council (SSC) committee, Parent Training Programs (Parenting Partners, Calm and Kind, and Parent Institute for Quality Education), Pathways, and Academy Informational Meetings are some of the current opportunities for parents to stay involved. In the ELAC committee parents assist in the decision-making of the academic opportunities that best support the needs of English Language Learners. This committee, like SSC, meets to hear about the District's and school's plans as well as to work in partnership with the school when planning school-wide events and initiatives to support the educational experience for all students. The school's SSC committee similarly directs its efforts to the entirety of the school. Like the ELAC team, SSC utilizes parent input to make decisions that directly impact students at El Monte. Other opportunities for parental involvement are provided through student programs such as the Rural Education for Americans Project (REAP) and elective classes where parents participate in parent meetings, parent training, and/or other events that further support their student's academic endeavors. Finally, parent conferences, our annual Spring Fling Carnival, and back-to-school nights also provide parents additional opportunities to stay engaged with the school and their child's education. Parents can communicate with teachers through Parent Square, can create their own Aeries parent account linked to all of their students who attend schools in our district and are invited into their child's Google Classroom.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	963	951	169	17.8
Female	470	463	88	19.0
Male	493	488	81	16.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	7	7	2	28.6
Black or African American	0	0	0	0.0
Filipino	27	27	1	3.7
Hispanic or Latino	924	912	164	18.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	0	0.0
White	2	2	1	50.0
English Learners	342	337	72	21.4
Foster Youth	10	9	4	44.4
Homeless	56	54	13	24.1
Socioeconomically Disadvantaged	933	922	165	17.9
Students Receiving Migrant Education Services	28	28	8	28.6
Students with Disabilities	80	80	26	32.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.11	10.09	8.93	0.10	4.57	4.93	0.20	3.17	3.60
Expulsions	0.00	0.40	0.73	0.00	0.15	0.37	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.93	0.73
Female	7.45	1.06
Male	10.34	0.41
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	9.31	0.76
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	14.04	1.46
Foster Youth	0	0
Homeless	8.93	1.79
Socioeconomically Disadvantaged	9	0.75
Students Receiving Migrant Education Services	7.14	0
Students with Disabilities	16.25	1.25

2023-24 School Safety Plan

Safety Plan

Student and staff safety is of the highest priority at El Monte Middle School. One of the ways that the school ensures safety for all students and staff is by having a comprehensive safety plan, Safety Goals, and Objectives, that are reviewed by the Cutler-Orosi Safety Committee at the monthly safety meeting; however, the plan is revisited throughout the year if incidents arise District-Wide to be proactive. Yearly, all staff is provided safety training and every staff member is required to take part in an online safety program to ensure that safety expectations are met.

The El Monte Middle School goals are as follows for the 2023-2024 school year:

Goal #1- El Monte Middle School will increase its attendance rate to 95%. To reach this goal, the school is providing incentives through PBIS (Positive Behavior Interventions and Supports) for rewards, such as an end-of-year field trip for students meeting a 100% attendance rate, and by funding Saturday School. The school's attendance clerk also communicates with all parents whose child is not meeting the attendance goal. A school-wide eligibility report is ran weekly through Aeries Student Information System, with student/parent letters provided to students who are under the 95% attendance rate. Through the use of the Minga application, student IDs will be scanned at extra-curricular activities to determine student eligibility at school functions.

Goal #2- El Monte Middle School will lower the number of suspensions by 50% when compared to the 2022-2023 school year. This goal will be accomplished at El Monte by having monthly site meetings to review/analyze data and determine alternatives to suspensions based on needs. Daily monitoring of student referrals and weekly administration review of behavior trends help to analyze behavior and the need for intervention. The School Site Council and district stakeholders also agreed to pay for additional campus security personnel to manage the after-school behavior detention.

2023-24 School Safety Plan

El Monte is committed to increasing social-emotional awareness via the Second Step Curriculum by 50% (pre/post measurement). After COVID-19, we continue to recognize the need for social-emotional learning regularly. Our school schedule reflects the need for dedicated time built into our weekly schedule to complete Second Step curriculum with all students at El Monte. Students participate in weekly Second Step lessons through their Advisory class focusing on social-emotional skills including but not limited to anti-bullying awareness, coping methods, and other SEL-related topics. Students are taught skills to help transform their lives by using relatable situations, hands-on tasks, and coping skills to change their mindset. Students are also able to connect with our single-site psychologist, and social worker for any mental health services. In addition, students at every grade level have a dedicated grade-level counselor as well as access to our Learning Director and Parent Student Advocates who ensure that student needs are met both at all levels of support.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	22	
Mathematics	24	10	13	
Science	28		20	
Social Science	26	4	17	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	19	4
Mathematics	31	1	19	4
Science	26	3	21	
Social Science	25	5	20	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	6	21	4
Mathematics	34	0	18	4
Science	29	0	22	0
Social Science	29	0	22	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	461.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,422.52	\$ 1,689.35	\$ 7,482.65	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	-9.4	-15.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-16.3

Fiscal Year 2022-23 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after-school tutorials, instructional aides, AVID program)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non-Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised of LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojused.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

Professional Development

El Monte Middle School provides teachers with monthly extended professional learning and afterschool opportunities. As El Monte continues to focus on serving the whole student, departments are involved in book studies that support the effect size of the strategies we are implementing on a daily basis. Professional learning is delivered by site administration and the site instructional coaches and leads. At these monthly extended professional learning days, teachers are provided with 1 hour of learning, followed by an hour of application of the skills taught. This application time is comprised of teachers unpacking standards, developing learning and language targets, reassessing their pacing while collaborating with other teachers to meet the needs of our students. These learning opportunities are planned and determined based on assessment data that teachers analyze weekly through a learning log. Professional learning is supported by daily classroom visits by site administration to determine if the skill set learned is being utilized to its fullest intent. More so, professional learning communities are centered around the new learning and foster an environment where colleagues hold each other accountable for applying new knowledge. Teachers are supported through the implementation of the professional learning they receive through coaching cycles with our academic coach and feedback provided by administration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Orosi High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Orosi High School
Street	41815 Road 128
City, State, Zip	Orosi
Phone Number	5595284731
Principal	Marlena Celaya
Email Address	macelaya@cojUSD.org
School Website	http://ohs.cojUSD.org/
County-District-School (CDS) Code	54718605433230

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojUSD.org
District Website	www.cojUSD.org

2023-24 School Description and Mission Statement

Orosi High School is the only comprehensive dual enrollment/college credit high school in the Cutler-Orosi Joint Unified School District. Courses offered to students cover the full range of subjects, including courses that meet the A-G California State University and University of California requirements, college preparatory courses, dual enrollment, Advanced Placement, and Honors courses. Orosi High School offers three Career Pathway Academy options: Career Pathway Academy of Engineering and Green Technology, Career Pathway Academy of Health Sciences, and the Career Pathway of Sustainable Agriculture. In addition, several Career Pathway options in the following industry sectors are offered: Administrative Law & Justice, Education, Patient Care: Nursing and Sports Medicine, Business and Finance, Construction Trades, Public Safety: Urban Rural Fire Fighting, Arts Media and Entertainment with sub-pathways in Video Production, Photography and Art. Orosi High School has existing partnerships with Valley Regional Occupational Programs (VROP) and Reedley Community College, that provides students opportunities to also enroll in additional Career Pathways: Natural Resources – Wildland Firefighting (Offered to 12th Gr. Students), Public Safety – Urban Rural Fire Fighting, Engineering Technology, Aviation and Flight Science. Orosi High School prides itself on being an AVID National Demonstration School. Our robust sports programs give both male and female students the opportunity to be involved in athletic competitions, including pep and cheer. Students may also participate and compete in Leadership Development Programs such as FFA, HOSA, and SKILLS USA; as well as compete in Academic Teams such as Mock Trial and Academic Decathlon and Clubs such as NAMI, Leo, Art, Video Production, Math and the ROCK to pursue their additional interests. Orosi High School cultivates high expectations in a safe and supportive learning environment where every student has the opportunity to Dream Big, Work Hard, and Give Back to their community. We have a rich and rigorous range of academic, Career Technical Education as well as extra-curricular activities. We are proud of the opportunities our career pathways bring to students such as internships, work-based learning, and personalized support.

Mission Statement: Educating Minds, Inspiring Futures

Vision Statement: Every student will be college, career, and community-ready and prepared to compete in a global economy.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	305
Grade 10	233
Grade 11	273
Grade 12	238
Total Enrollment	1,049

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
American Indian or Alaska Native	0.1%
Asian	0.1%
Black or African American	0.2%
Filipino	3.1%
Hispanic or Latino	95.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.1%
White	0.8%
English Learners	26.7%
Foster Youth	0.5%
Homeless	1.7%
Migrant	2.7%
Socioeconomically Disadvantaged	96.8%
Students with Disabilities	8.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.70	67.74	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	6.60	13.76	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	10.48	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	3.53	5.80	3.00	12115.80	4.41
Unknown	2.10	4.46	5.50	2.87	18854.30	6.86
Total Teaching Positions	48.30	100.00	193.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.50	69.45	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	5.70	11.51	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.10	8.29	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	6.91	7.80	4.18	11953.10	4.28
Unknown	1.80	3.80	2.20	1.20	15831.90	5.67
Total Teaching Positions	49.70	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.80	0.90
Misassignments	4.20	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	4.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.80
Local Assignment Options	1.70	1.50
Total Out-of-Field Teachers	1.70	3.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.4	10.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.6	5.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading Writing Curriculum/2021	Yes	0
Mathematics	enVision Integrated Mathematics I (Online): Savvas Learning Company/2021	Yes	0

Science	SAVVAS: California Miller & Levine Experience Biology, Pearsonby SAVVAS: AP Edition Biology 2016, Pearson by SAVVAS: Chemistry, 2007, Pearson: Physics, 2012, Biology: Prentice Hall	Yes	0
History-Social Science	World History 2014, US History 2019, and US Government 2011	Yes	0
Foreign Language	Vista Higher Learning: Senderos	Yes	0
Health			0
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements

Both the OHS and District maintenance staff work diligently to keep the school facility looking groomed, well-maintained, and meeting all safety requirements.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	60	39	40	47	46
Mathematics (grades 3-8 and 11)	22	20	23	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	230	98.29	1.71	60.43
Female	117	113	96.58	3.42	64.60
Male	117	117	100.00	0.00	56.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	223	219	98.21	1.79	58.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	52	96.30	3.70	17.31
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	223	98.24	1.76	59.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	14.29

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	230	98.71	1.29	20.43
Female	116	113	97.41	2.59	24.78
Male	117	117	100.00	0.00	16.24
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	222	219	98.65	1.35	19.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	52	96.30	3.70	5.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	223	98.67	1.33	20.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	4.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.52	21.07	16.96	16.45	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	488	484	99.18	0.82	21.07
Female	241	237	98.34	1.66	23.63
Male	247	247	100.00	0.00	18.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	468	464	99.15	0.85	20.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	117	115	98.29	1.71	1.74
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	421	418	99.29	0.71	20.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	48	97.96	2.04	0.00

2022-23 Career Technical Education Programs

Orosi High School offers an array of career pathways (2-year program of study) and academies (4-year program of study). We currently offer the following academies:

Academy of Engineering and Green Technology (AEGT)
 Academy of Health Sciences (AOHS)
 Academy of Sustainable Agriculture (AOSA)

Project-based learning and work-based learning is the driving force behind each academy and their corresponding pathways. The Academies are currently under the scope of the National Academy Foundation (NAF). Through this foundation, students who participate in a Career Pathway Academy can gain NAF Track Certification. The criteria to be NAF Track Certified includes the following:

Successfully completes the pathway program of study
 Successfully completes 80+ internship hours + employer assessment
 Successfully meets local high school graduation requirements

All engagement partners have worked diligently to ensure that students meet all of the criteria of NAF Track Certification. The efforts have proven successful as two academies; AEGT and AOHS currently have NAF Distinguished Model School status. These two academies were recognized at the NAF NEXT Conference. The Academy of Sustainable Agriculture sent two students and an advisor to the National FFA Convention and Expo in Indianapolis as for the first time an OHS Alumni FFA/Ag student achieved National Recognition. Additionally, all courses in the Academy of Sustainable Agriculture (Animal Science, Plant Science and Agricultural Mechanics) are dually enrolled through Reedley Community College.

The AEGT and AOHS academies use Project Lead the Way (PLTW) curriculum. Our teachers received extensive training prior to their first year of teaching, and are provided professional development and training as the need arises. We also offer multiple pathways in the following areas:

Career Pathway of Arts, Media and Entertainment: Video Production, Photography and Art
 Career Pathway of Administrative Law and Justice
 Career Pathway of Natural Resources and Public Safety (Urban Rural Fire and Wildland Fire)
 Career Pathway of Patient Care: Nursing and Sports Medicine
 Career Pathway of Business Finance
 Career Pathway of Education
 Career Pathway of Construction Trades

Orosi High School has existing partnerships with Valley Regional Occupational Programs (VROP) and Reedley Community College, that provides students opportunities to also enroll in additional Career Pathways: Natural Resources – Wildland Fire Fighting (Offered to 12th Gr. Students), Public Safety – Urban Rural Fire Fighting, Engineering Technology, Aviation and Flight Science.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	763
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	43.37

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent input and participation is a critical component for the success of students at Orosi High School. The staff at OHS makes daily contact with parents to inform them of student academic progress and attendance, upcoming activities and events, and provide information and resources regarding high school graduation requirements and college preparation. We have dedicated two full-time Parent Student Advocates to ensure Orosi High School:

1. Provide parents with knowledge of techniques designed to assist students in learning at home.
2. Provide access to and coordinate community and support services for students and families.
3. Promote clear, two-way communication between the school and the family as to school programs and student progress.
4. Involve parents, after appropriate training, in instructional and support roles at the school.
5. Support parents as decision-makers and develop their leadership in governance and advisory roles.
6. Help parents develop parenting skills and foster conditions at home that support students' learning.

Parents are encouraged to get involved by joining the School Site Council and the English Learners Advisory Committee. Additionally, Orosi High School has partnered up with the Parent Institute for Quality Education (PIQE) and Parenting Partners as well as "Calm and Kind". Approximately 500 parents have graduated from this program from 2014 to date. The College and Career Center offers several workshops for parents throughout the year. Parents may also contact the office if they wish to volunteer with sports, clubs, and on campus.

2023-24 Opportunities for Parental Involvement

Parent Involvement Coordinator Marisol Rodriguez.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.5	2.4	2.1	4.1	4.9	4.4	9.4	7.8	8.2
Graduation Rate	95.8	96.8	95.5	87	93.3	92.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	243	232	95.5
Female	121	115	95.0
Male	122	117	95.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	235	224	95.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	91	85	93.4
Foster Youth	--	--	--
Homeless	36	34	94.4
Socioeconomically Disadvantaged	241	230	95.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	25	22	88.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1093	1083	181	16.7
Female	513	507	86	17.0
Male	580	576	95	16.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	3	3	1	33.3
Filipino	34	33	4	12.1
Hispanic or Latino	1041	1032	171	16.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	0	0.0
White	8	8	3	37.5
English Learners	302	295	62	21.0
Foster Youth	7	7	3	42.9
Homeless	65	63	17	27.0
Socioeconomically Disadvantaged	1056	1046	174	16.6
Students Receiving Migrant Education Services	33	33	10	30.3
Students with Disabilities	93	92	35	38.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.27	4.88	7.87	0.10	4.57	4.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.64	0.00	0.15	0.37	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.87	0.64
Female	6.43	0.58
Male	9.14	0.69
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	2.94	0
Hispanic or Latino	7.97	0.67
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	12.58	1.32
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	7.77	0.66
Students Receiving Migrant Education Services	9.09	0
Students with Disabilities	18.28	0

2023-24 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Freshmen and sophomore students are not allowed to go off campus at any time. Juniors and Seniors must demonstrate school eligibility and behavior expectations for off-campus privileges. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement PBIS (Positive Behavior Intervention Support) at our school. Through our Cards C.A.R.E. framework, students are provided with clear expectations regarding their behavior on and off campus. We emphasize positive reinforcement and celebrate good behavior. A school safety plan has been developed, approved, and explained to all staff and implemented across campus. It is updated annually and was most recently updated and reviewed by the staff in August of 2023. OHS also employs five part-time security guards and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted to ensure that all students and staff know how to respond in the event of an emergency. OHS is a part of the ActVNet school safety plan. This innovative program serves as a powerful platform, fostering collaboration and coordination between schools and first responders during critical moments. ActVnet is a web-based solution that can be used from any web-enabled device and is intended to improve emergency response processes as well as school safety and security. Schools may use the platform to share crucial site information like shut-off valve locations, school emergency procedures, and personnel details. ActVnet also gives law enforcement real-time access to live camera feeds from school sites, allowing them to immediately gain situational awareness in the case of an emergency. Making real-time communication and coordination between first responders and schools feasible ActVnet's web-based architecture makes it a useful and adaptable solution that can be utilized on a range of devices, making it a great asset for any department.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	7	20	16
Mathematics	23	21	20	5
Science	28	5	18	7
Social Science	29	2	23	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	33	2
Mathematics	21	25	20	
Science	25	8	24	
Social Science	30	1	24	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	33	1
Mathematics	23	19	23	1
Science	27	5	23	2
Social Science	26	5	24	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1/269

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,613.13	\$ 4,537.65	\$ 6,824.96	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	32.8	-6.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-7.4

Fiscal Year 2022-23 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after school tutorials, instructional aides, Cyber High, AVID program)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojused.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered	8

Where there are student course enrollments of at least one student.

Professional Development

Professional Development is provided for the staff using a variety of opportunities for gaining new knowledge and sharing practice. Every Wednesday, there is a late start for students, giving staff approximately 80 minutes for collaboration in Professional Learning Communities where they analyze student work and data, create common formative and summative assessments, and collaborate on best practice. This time is critical as we maneuver through the learning loss that Distance Learning caused and adjust our next steps to ensure all students are mastering standards. Extended Professional Development days are built into the teacher contracts and add an additional 15 hours of learning based on the specific needs

Professional Development

of students and input from teachers. Training is offered during the summer on District initiatives and Orosi High School's Problem of Practice. The past three years, the staff has participated in developing Units of Study aligned with the Common Core State Standards and worked in departments on identifying essential standards, utilizing the PLC Playbook and aligning all common formative and summative assessments to standards. Teachers also have the opportunity to participate in training during the school year. A team of teachers and administrators attend AVID, Project Aware, Student Voice, Readership, CVNIC and Professional Learning Communities (PLC) workshops during the summer and the school year. Individual teachers may also request specific workshops to enhance their practice, and often attend Tulare County workshops. Teachers may also visit each other's classrooms to gain ideas and insights into teaching practices, with administration hosting new teacher walk throughs where new teachers have an opportunity to walk classrooms. The Instructional Rounds process is also highly implemented on campus and has morphed into Pop-Ins where administrators and teachers visit classrooms to monitor school-wide signature practices. Instructional coaches provide regular opportunities for teachers to participate in Coaching Cycles, Lesson Studies, and daily collaboration, providing input from outside collaborators. This gives all teachers an opportunity to go observe other teachers and work on implementing instructional strategies centered around an area of focus and use data from pre and post assessments to measure the effectiveness of the instructional strategies. Orosi High School is strongly committed to providing the necessary support to help teachers increase their effectiveness in getting more students to proficiency, meeting state standards, and be college and career ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Lovell High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Lovell High School
Street	12724 Avenue 392
City, State, Zip	Cutler, CA 93615
Phone Number	(559) 528-4703
Principal	Victoria Guzman
Email Address	viguzman@cojUSD.org
School Website	http://lov.cojUSD.org/Lovell-High-School/index.html
County-District-School (CDS) Code	54718605430806, 54718605430095, 54718605430244

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojUSD.org
District Website	http://www.cojUSD.org

2023-24 School Description and Mission Statement

Lovell High School transitioned to a continuation school in 1969, and is part of the Cutler-Orosi Joint Unified School District. COJUSD is located in a rural area of California's San Joaquin Valley: forty miles southeast of Fresno, fifteen miles north of Visalia. The District serves two unincorporated towns, Cutler and Orosi, which rely on Tulare County for all library, planning, public health, police, fire protection, and public services. COJUSD also serves unincorporated rural and mountain communities.

Lovell High School offers a core educational program consisting of English, English as a Second Language, physical education, sports, mathematics, social studies, science, language arts, and career pathways. In addition, students can earn additional credits through the Cyber High and Acellus online learning programs. The majority of courses on Cyber High and Acellus meet the rigorous A-G CSU/UC college requirements. Lovell High also has seasonal co-ed sports programs including volleyball, soccer, basketball, and softball. Lovell students have the opportunity to participate in fire fighting, Certified Nursing Assistant (CNA), and construction trades pathways.

Lovell High students have the opportunity for a "New Beginning and a Fresh Start" to reach their graduation goals. The caring

2023-24 School Description and Mission Statement

and supportive staff help embrace the district vision of "Educating Minds and Inspiring Futures." Lovell High graduates will also exhibit the district's vision of being college, career, community ready scholars and prepared to compete in a global economy. Each year, Lovell hosts a College and Career Day and invites monthly guest speakers to inspire students in different professions. These opportunities are provided to students to expand their horizons and have an opportunity to ask questions to presenters regarding their careers. Students, upon graduation, will exemplify the following characteristics: critical thinkers and collaborative problem-solvers, powerful communicators, creative and quality producers, leaders and ethical decision-makers, and productive citizens.

Victoria Guzman, Alternative Education Administrator

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	18
Grade 12	39
Total Enrollment	57

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Filipino	1.8%
Hispanic or Latino	98.2%
English Learners	57.9%
Socioeconomically Disadvantaged	96.5%
Students with Disabilities	1.8%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.10	73.70	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	22.36	5.80	3.00	12115.80	4.41
Unknown	0.20	3.94	5.50	2.87	18854.30	6.86
Total Teaching Positions	5.50	100.00	193.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.60	70.26	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	29.74	7.80	4.18	11953.10	4.28
Unknown	0.00	0.00	2.20	1.20	15831.90	5.67
Total Teaching Positions	3.80	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.20	1.10
Total Out-of-Field Teachers	1.20	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Lovell High School currently uses all state-approved curriculum adopted by the Cutler-Orosi School District. For example, in the English Language Arts courses, the following materials are used: Expository Reading and Writing Course, Cyber High and Acellus. Lovell High also uses EnVision Integrated Math I and II- SAVVAS Learning Company. Lovell High currently uses the following text in science: Prentice Hall Earth, CA Prentice Hall Biology, Cyber High, and Acellus. At Lovell High, the Social Science department uses the following state and district-adopted material: United States History and Geography- Continuity and Change- McGraw Hill, The Modern Era: Prentice Hall, Cyber High and Acellus.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading and Writing Course, Cyber High and Acellus	Yes	0.0%
Mathematics	EnVision Integrated Math I and II- SAVVAS Learning Company, Cyber High, Fuel Education	Yes	0.0%
Science	Pearson Earth Science CA Edition Pearson Biology CA Edition, Cyber High, Acellus	Yes	0.0%
History-Social Science	United States History and Geography- Continuity and Change- McGraw Hill, The Modern Era: Prentice Hall, Cyber High and Acellus	Yes	0.0%
Foreign Language	Acellus	Yes	0.0%
Health	N/A		0.0%
Visual and Performing Arts	Glencoe, Arts in Focus	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

School Facility Conditions and Planned Improvements

Lovell High School had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good on all these categories and overall school rating of Exemplary. At this time, the school is not in need of any facility improvements.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			
Gas Leaks, Mechanical/HVAC, Sewer				
Interior:	X			
Interior Surfaces				
Cleanliness:	X			
Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains:	X			
Restrooms, Sinks/ Fountains				
Safety:	X			
Fire Safety, Hazardous Materials				
Structural:	X			
Structural Damage, Roofs				
External:	X			
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	4	9	39	40	47	46
Mathematics (grades 3-8 and 11)	0	2	23	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	54	53	98.15	1.85	9.43
Female	18	18	100.00	0.00	22.22
Male	36	35	97.22	2.78	2.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	53	52	98.11	1.89	9.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	51	98.08	1.92	9.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	54	52	96.30	3.70	1.92
Female	18	18	100.00	0.00	5.56
Male	36	34	94.44	5.56	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	53	51	96.23	3.77	1.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	30	96.77	3.23	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	50	96.15	3.85	2.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	1.37	16.96	16.45	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	73	94.81	5.19	1.37
Female	32	30	93.75	6.25	3.33
Male	45	43	95.56	4.44	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	75	71	94.67	5.33	1.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	43	41	95.35	4.65	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	70	94.59	5.41	1.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Lovell High School has many internal practices, programs and course offerings that focus on College and Career Readiness. Lovell High School has developed a grade 9-12 Work Based Learning Continuum (in alignment to high school WBL Continuum) that ensures college and career awareness and exploration opportunities are provided to all students. All students in grades 9-12 take part in the following activities: Grade Level College Study Trips, Industry Specific Guest Presenters, Industry Specific Facility Tours, School Wide College and Career Showcase, College and Career Fair, National College Signing Day and Leadership Development Opportunities in Career Technical Student Organizations.

Lovell High School has initiated the following practices and college and career initiatives by partnering with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program to ensure student college and career readiness and improve successful transitions to secondary and post-secondary education. Lovell High School provides grade level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation and much more that are detailed in a District Wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade, they have also started the initial elements of a Portfolio which includes a resume, letters of recommendation, SMART Goal setting, and a Brag Sheet noting their accomplishments and achievements. This introductory portfolio is in alignment to the secondary Senior Exit Interview and Portfolio Presentation high school graduation requirement; as well as the process to apply to a Career Pathway and or Academy Program of Study. Lovell High School informs parents and students of Career Pathway opportunities and College and Career Readiness via activities, events, and meetings such as a Career Pathway Expo and Registration Night, LCAP Forums, and parent workshops.

Lovell students currently have the opportunity to earn Dual Enrollment in Urban Rural Fire Fighting class, Construction Tech/INT, and Pre-Certification Nursing Assistant (CNA). The Urban Rural Fire Fighting class is a two hour Dual Enrollment course with Fresno City College. Upon successful completion of the course, students will be issued an Emergency Medical Responder Card (EMR) and a Health Care Provider (CPR/AED) card; both cards are valid for two (2) years. Lovell students can participate in the two hour block of construction tech. The CNA course is also a two hour block and prepares students to take the state certification test for Certified Nursing Assistants (CNA). In addition, students who are 18 are able to take adult school courses. One course available to our students is Forklift certification and Paraprofessional certification.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.49
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six parent involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are invited to participate in a variety of school activities including how to navigate through online platforms. For example, parents receive information regarding their students' Google Classroom and parent access to our new parent communication platform, Parent Square. Other parent nights include: Report Card Night, PBIS, Coffee with the Counselor and Admin. Parents are invited to be involved with School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. In addition, parents attend athletic events on our campus. Parents are encouraged to enroll in our district adult school ESL and diploma programs. If you would like to participate in any school activities, please contact the administrator, Mrs. Victoria Guzman.

Victoria Guzman, Alternative Education Administrator (559) 528-4703

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	11.1	9.5	9.3	4.1	4.9	4.4	9.4	7.8	8.2
Graduation Rate	55.6	76.2	86	87	93.3	92.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	43	37	86.0
Female	20	17	85.0
Male	23	20	87.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	42	36	85.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	27	22	81.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	42	36	85.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	116	109	68	62.4
Female	49	44	31	70.5
Male	67	65	37	56.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	113	107	67	62.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	1	1	100.0
English Learners	63	60	37	61.7
Foster Youth	0	0	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	110	105	66	62.9
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	6	5	3	60.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	15.87	12.07	0.10	4.57	4.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.86	0.00	0.15	0.37	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.07	0.86
Female	0	0
Male	20.9	1.49
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	12.39	0.88
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	14.29	1.59
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	11.82	0.91
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. A school safety plan has been developed, approved, and put into operation. On July 27, 2023, all district administration was trained on ActVnet for all drills and the staff was trained on September 6, 2023. The safety plan is updated annually and was most recently updated and reviewed by the staff on August 7, 2023. Emergency procedures and safety drills are reviewed as needed at weekly staff meetings. Lovell High School also employs a part-time security guard and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted via the ActVnet platform to ensure that all students and staff know how to respond in case of any type of emergency. On October 2, 2023, we reviewed our Single Plan for Student Achievement with School Site Council (SSC) and English Language Advisory Committee (ELAC) which includes staff, parents and a student representative. We discussed our safety procedures to maintain a secure site. On December 6, 2023, the SSC and ELAC approved the 2023-2024 plan and goals.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	10		
Mathematics	8	4		
Science	7	4		
Social Science	11	8		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	5		
Mathematics	7	3		
Science	7	3		
Social Science	14	2		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	4	1	0
Mathematics	15	2	1	0
Science	12	3	1	0
Social Science	10	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$46,131.02	\$ 882.20	\$ 40,998.30	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	27.9	4.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	3.6

Fiscal Year 2022-23 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after-school tutorials, instructional aides, Acellus, Cyber High)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non-Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

The Lovell High School staff has participated in a variety of Professional Learning this past year to address the need of our English Learners, Student Engagement and Positive Behaviors. Staff received re-training in Google Classroom, Parent Square App, and Integrated ELD. Since we are a small site, our teachers are considered "singletons." We recently contracted with Global PD and Solution Tree to provide targeted training for "singletons" in order to run effective PLCs. We continue to encourage writing across all content areas and support for our English Language Learners. We have purchased online training in engagement strategies and GLAD strategies through Fall 2024. The District has provided 35 Late Start Wednesdays for

Professional Development

professional collaboration. In addition, all staff members participate in monthly extended days of professional development to work with colleagues in the implementation of best practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION



STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

REV 04/22

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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cutler Orosi Joint Unified School District		COUNTY Tulare County	
SCHOOL SITE Lovell High/ Community Day School/ Esperanza High School		SCHOOL TYPE (GRADE LEVELS) Alternative Education	NUMBER OF CLASSROOMS ON SITE: 10 NUMBER OF RESTROOMS ON SITE: 6
INSPECTOR'S NAME Juan Garcilazo		INSPECTOR'S TITLE: Lead Custodian CONSULTANT	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):	
TOTAL ESTIMATED SITE SQUARE FOOTAGE/ ACREAGE: 5.62		SITE ENROLLMENT 97	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 1450		SUNNY	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

PART III. CATEGORY TOTALS AND RANKING (Total all calculations to two decimal places)																		
TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL ENTRY	WINDOWS/DOORS/ GATES/SPACES		
		Number of "OK"s:	11	11	5	11	11	11	11	6	6	11	2	11	11	1	11	
		Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Number of "C"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11	Number of "N/A"s:	0	0	6	0	0	0	0	5	5	0	9	0	0	10	0		
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "N/A"s)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Total Percent per Category (average of above)		100.00%			100.00%	100.00%	100.00%	100.00%		100.00%		100.00%		100.00%				
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD	GOOD	GOOD		GOOD		GOOD		GOOD				

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 100.00% SCHOOL RATING** EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING
EXPLANATION:

Everything looks good and will check back in a month.

DISTRICT'S RESPONSES TO REPORT (Attach
additional pages if necessary):



Format Text Size

PART IIa: EVALUATION DETAIL

Date of Inspection: 11/07/2023

School Name: Lovett High/Community Day School/Esperanza High School

Building	Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			GAS LEAKS	MECHANICAL	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMITES INFESTATION	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	DOORS/DOORWAYS
District's Plan to Address:																	
Deficiencies Noted in Prior Year?																	
<div>Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable Use Additional Area Lines as necessary.</div> <div>OK D X NA</div>																	

STATE OF CALIFORNIA FACILITY INSPECTION TOOL SCHOOL FACILITY CONDITIONS EVALUATION REV 04/22										STATE ALLOCATION BOARD OFFICE OF PUBLIC SCHOOL CONSTRUCTION FACILITY									
PART II: CLEANLINESS DETAIL										Date of Inspection: 11/07/2023									
NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2										School Name: Lovell High/ Community Day School/ Esperanza High School									
Building / Area Name	Area Characteristics (Grade level serves, events, traffic volume, public usage, etc.)	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards/ Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water/ Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	16 Rating		
Admin		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Multi-Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Adult Education		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Esperanza Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Student Restrooms		TRUE	TRUE	NA	NA	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Rm 6 & 7		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100		
Rm 8: CDS		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Rm 9 & 10		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100		
Room 107 & Library		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100		
Rm 111 & 112		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100		
Grounds		TRUE	TRUE	NA	NA	NA	TRUE	NA	TRUE	TRUE		NA	NA	NA	TRUE	TRUE	100		
District's Plan to Address:																			
Deficiencies Noted in Prior Year?																			

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

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PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.

Examples include but are not limited to the following:

- There is no odor that would indicate a gas leak. (X)
- Gas pipes are not broken and appear to be in good working order. (X)
- Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.

Examples include but are not limited to the following:

- The HVAC system is operable. (X)
- The facilities are ventilated (via mechanical or natural ventilation).
- The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- Interior temperatures appear to be maintained within normally accepted ranges.
- The ventilation units are not generating any excessive noise or vibrations.
- Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- The sanitary system controls odors as designed.
- Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- Walls are free of hazards from tears and holes.
- Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- Ceiling is free of hazards from missing ceiling tiles and holes.
- There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.

Examples include but are not limited to the following:

- Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

- An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
- An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
- An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
- Area(s) evaluated is free of unabated graffiti.
- Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:

- If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
- If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
- If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

- Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
- Walls and Doors free of spots and grime.
- Desk and Counters clean.
- Furniture dusted and clean.
- Baseboards and window sills dusted and clean.
- Light fixtures clean.
- Sink clean and drains working properly.
- Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free
- Windows are free from damage, clean, and in working condition.
- Water fountains, including handles/buttons, are clean and in working condition.
- Toilets and bathroom sinks are clean and in working condition.
- Mirrors and Hand Dryers are clean, intact, and in working condition.
- Bathroom supplies are stocked and in working condition.
- Area is free of graffiti.
- Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- There is no evidence of a major pest or vermin infestation. (X)
- There are no holes in the walls, floors, or ceilings.
- Rodent droppings or insect skins are not evident.
- Odor caused by a pest or vermin infestation is not evident.
- There are no live rodents observed.
- Other

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Electrical (Interior and Exterior)

- There is no evidence that any portion of the school has a power failure. (X)
- Electrical systems, components, and equipment appear to be working properly. Examples include but are not

- There does not appear to be damaged tiles or other circumstances that may
- Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

limited to the following:

- There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- Lighting appears to be adequate.
- Lighting is not flickering.
- There is no unusual hum or noise from the light fixtures.
- Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

- Restrooms are maintained and cleaned regularly.
- Restrooms are fully operational.
- Restrooms are stocked with toilet paper, soap, and paper towels.
- Restrooms are open during school hours.
- Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- Drinking fountains are accessible.
- Water pressure is adequate.
- A leak is not evident.
- There is no moss, mold, or excessive staining on the fixtures.
- The water is clear and without unusual taste or odor.
- Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- The fire sprinklers appear to be in working order and there are no missing or damaged sprinkler heads. (X)
- Emergency alarms appear to be functional. (X)
- Emergency exit signs function as designed, exits are unobstructed. (X)
- Fire extinguishers are current and placed in all required areas.
- Fire alarms pull stations are clearly visible.
- Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- Paint is not peeling, chipping, or cracking.

to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- Severe cracks are not evident. (X)
- Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly.

Examples include but are not limited to the following:

- Roofs, gutters, roof drains, and down spouts are intact.
- Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- Significant cracks, trip hazards, holes and deterioration are not found.
- Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- Seating, tables, and equipment are functional and free of significant cracks.
- There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident.

Examples include but are not limited to the following:

- There is no exposed broken glass accessible to pupils and staff. (X)
- Exterior doors and gates are functioning and do not pose a security risk. (X)
- Windows are intact and free of cracks.
- Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- Doors are intact.
- Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- Gates and fences appear to be functional.
- Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- Other

Esperanza High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Esperanza High School
Street	12724 Avenue 392
City, State, Zip	Cutler, CA 93615
Phone Number	(559) 528-3883
Principal	Victoria Guzman
Email Address	viguzman@cojused.org
School Website	http://lov.cojused.org/Esperanza-High-School/index.html
County-District-School (CDS) Code	54718605430095

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojused.org
District Website	www.cojused.org

2023-24 School Description and Mission Statement

Cutler Orosi Joint Unified School District has offered Independent Studies at Esperanza High School since July 1, 1980 (CDE school directory), a program for students needing an alternative school setting, additional credits to remain at their home school, or if family financial needs require the student to work to help support the family. Esperanza is another resource for students from district schools to continue their education and to supplement any needed credit recovery. We are proud Esperanza High School received WASC accreditation in 2019. This makes it possible for students to graduate from Esperanza,

2023-24 School Description and Mission Statement

apply for financial aid, and receive a high school diploma. In order to maintain a sense of equity, in addition to Cyber High, we have made sure all curriculum used by teachers is the same as at the comprehensive high school and the alternative high school. Teachers and staff communicate with the administration regarding any attendance, discipline, and other issues with students. I am proud of Esperanza for the obvious reasons above and for the communication and support teachers and staff give one another and students. Our determination is to help support students with their educational goals. We have maintained other available resources for student achievement as well including, access to computers for Cyber High, Acellus, research, and concurrent enrollment. To support student achievement, Esperanza now follows a 3-day in-person model and 2 days virtual. This has supported our students in feeling connected to the school and ensuring they have immediate access to resources. In addition, all English Language Learners are enrolled in an ELD course on one of the online platforms.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	2
Grade 8	4
Grade 9	3
Grade 10	3
Grade 11	5
Grade 12	6
Total Enrollment	23

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.1%
Male	60.9%
Hispanic or Latino	91.3%
White	8.7%
English Learners	60.9%
Socioeconomically Disadvantaged	100%
Students with Disabilities	34.8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	15.63	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	84.38	5.80	3.00	12115.80	4.41
Unknown	0.00	0.00	5.50	2.87	18854.30	6.86
Total Teaching Positions	0.30	100.00	193.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.80	86.92	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	11.68	7.80	4.18	11953.10	4.28
Unknown	0.00	1.40	2.20	1.20	15831.90	5.67
Total Teaching Positions	2.10	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.20
Total Out-of-Field Teachers	0.20	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students at Esperanza High are currently using Cyber High and Acellus online curriculum. In addition, Students with Disabilities can also use AGS curriculum to earn credits. Esperanza students can also receive credits by completing work using the adopted curriculum in Language Arts, Math, Science, Social Science and Physical Education as assigned by their instructor. English Language Learners are enrolled in an ELD course via Cyber High or Acellus.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Expository Reading and Writing Course, Cyber High and Acellus	Yes	0
Mathematics	EnVision Integrated Math I and II- SAVVAS Learning Company, Cyber High, Acellus	Yes	0
Science	Pearson Earth Science CA Edition Pearson Biology CA Edition, Cyber High, Acellus	Yes	0
History-Social Science	United States History and Geography- Continuity and Change- McGraw Hill, The Modern Era: Prentice Hall, Cyber High and Acellus	Yes	0
Foreign Language	Acellus	Yes	0
Health			0
Visual and Performing Arts	Glencoe, Arts in Focus	Yes	0

School Facility Conditions and Planned Improvements

Esperanza High had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good on all these categories and overall school rating of Exemplary. At this time, the school is not in need of any facility improvements. Fit report is uploaded.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	23	--	39	40	47	46
Mathematics (grades 3-8 and 11)	0	--	23	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	--	16.96	16.45	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	10	71.43	28.57	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	10	76.92	23.08	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	9	75.00	25.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Esperanza High has many internal practices, programs and course offerings that focus on College and Career Readiness. Esperanza High School has developed a grade 9-12 Work Based Learning Continuum (in alignment to high school WBL Continuum) that ensures college and career awareness and exploration opportunities are provided to all students. All students in grades 9-12 take part in the following activities: Grade Level College Study Trips, Industry Specific Guest Presenters, Industry Specific Facility Tours, School-Wide College, and Career Showcase, College and Career Fair, National College Signing Day and Leadership Development Opportunities in Career Technical Student Organizations. Students also have the option to enroll in our district's CNA course and Construction Trades class.

Esperanza High School has initiated the following practices and college and career initiatives by partnering with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program to ensure student college and career readiness and improve successful transitions to secondary and post-secondary education. Esperanza High School provides grade-level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation, and much more that are detailed in a District-Wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade students have also started the initial elements of a Portfolio which includes a resume, letters of recommendation, SMART Goal setting, and a Brag Sheet noting their accomplishments and achievement. This introductory portfolio is in alignment with the secondary Senior Exit Interview and Portfolio Presentation high school graduation requirement; as well as the process to apply to a Career Pathway and or Academy Program of Study. Esperanza High School inform parents and students of Career Pathway opportunities and College and Career Readiness via activities, events, meetings such as a Career Pathway Expo and Registration Night, hosting LCAP Forums, and providing parent workshops. Students also have to complete five hours of community service for each year of enrollment at Esperanza High. Students who are 18 years old are also encouraged to attend adult school courses such as forklift certification and paraprofessional certification courses.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--	---	---	-----------------------------

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six parent involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are invited to participate in a variety of school activities including how to navigate through online platforms. For example, parents receive information regarding their students' Google Classroom and parent access to our new parent communication platform, Parent Square. Other parent nights include: Report Card Night, PBIS, Coffee with the Counselor and Admin. Parents are invited to be involved with School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. In addition, parents attend athletic events on our campus. Parents are encouraged to enroll in our district adult school ESL and diploma programs. If you would like to participate in any school activities, please contact the administrator, Mrs. Victoria Guzman.

Victoria Guzman, Alternative Education Administrator (559) 528-4703

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--	--	4.1	4.9	4.4	9.4	7.8	8.2
Graduation Rate	--	--	--	87	93.3	92.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	36	32	22	68.8
Female	15	12	7	58.3
Male	21	20	15	75.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	34	30	21	70.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	1	50.0
English Learners	19	15	12	80.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	35	32	22	68.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	11	10	7	70.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.97	2.78	0.10	4.57	4.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.37	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.78	0
Female	0	0
Male	4.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.26	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. A school safety plan has been developed, approved, and put into operation. On July 27, 2023, all district administration was trained on ActVnet for all drills and the staff was trained on September 6, 2023. The safety plan is updated annually and was most recently updated and reviewed by the staff on August 7, 2023. Emergency procedures and safety drills are reviewed as needed at weekly staff meetings. Lovell High School also employs a part-time security guard and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted via the ActVnet platform to ensure that all students and staff know how to respond in case of any type of emergency. On October 2, 2023, we reviewed our Single Plan for Student Achievement with School Site Council (SSC) English Language Advisory Committee (ELAC) which includes staff, parents and a student representative. We discussed our safety procedures to maintain a secure site. On December 6, 2023, the SSC and ELAC approved the 2023-2024 plan and goals.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	10		
Mathematics	2	12		
Science	2	8		
Social Science	2	9		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	1	1	
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,821.73	\$ 5,966.34	\$ 3,604.87	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	-33.3	-33.8
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-34.7

Fiscal Year 2022-23 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after-school tutorials, instructional aides, Acellus, Cyber High)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non-Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

The Esperanza High School staff has participated in a variety of Professional Learning to address the need of our English Learners, Student Engagement and Positive Behaviors. Staff received re-training in Google Classroom, Parent Square App, and Integrated ELD. Since we are a small site, our teachers are considered "singletons." We recently contracted with Global PD and Solution Tree to provide targeted training for "singletons" in order to run effective PLCs. We continue to encourage writing across all content areas and support for our English Language Learners. We have purchased online training in engagement strategies and GLAD strategies through Fall 2024. The District provides 35 Late Start Wednesdays for

Professional Development

professional collaboration. In addition, all staff members participate in monthly extended days of professional development to work with colleagues in the implementation of best practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
REV 04/22

FACILITY
INSPECTION
SERVICES



STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cutler Orosi Joint Unified School District		COUNTY Tulare County	
SCHOOL SITE Lovell High/ Community Day School/ Esperanza High School		SCHOOL TYPE (GRADE LEVELS) Alternative Education	NUMBER OF CLASSROOMS ON SITE: 10
INSPECTOR'S NAME Juan Garcilazo		NUMBER OF RESTROOMS ON SITE: 6	
INSPECTOR'S TITLE: Lead Custodian CONSULTANT		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		SITE ENROLLMENT	97
TOTAL ESTIMATED SITE SQUARE FOOTAGE/ ACREAGE:	5.62		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:	1450	TIME OF INSPECTION 8:00 AM SUNNY	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURES		H. EXTERNAL	
		GAS LEAKS	MECH/PVAC	PIPEWORK	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND SCHOOL SETBACK	WINDOWS/DOORS/ GATES/FENCES		
11	Number of "OK"s:	11	11	5	11	11	11	11	6	6	11	2	11	11	1	11		
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Number of N/A's:	0	0	6	0	0	0	0	5	5	0	9	0	0	10	0		
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%			
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD			

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 100.00% SCHOOL RATING** EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING

EXPLANATION:

Everything looks good and will check back in a month.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):



Format Text Size

PART IIa: EVALUATION DETAIL

Date of Inspection:11/07/2023

School Name: Lovell High/ Community Day School/ Esmeranza High School

Buildin	Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			GAS LEAKS	Mechanical	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMIN	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND SCHOOL GROUNDS	WINDOWS DOORS/ GATES/PERC
District's Plan to Address:																	
Deficiencies Noted in Prior Year?																	
			Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable Use Additional Area Lines as necessary.														
			OK D X NA														

STATE OF CALIFORNIA FACILITY INSPECTION TOOL SCHOOL FACILITY CONDITIONS EVALUATION REV 04/22		FACILITY INSPECTION SERVICES												STATE ALLOCATION BOARD OFFICE OF PUBLIC SCHOOL CONSTRUCTION					
PART IIb: CLEANLINESS DETAIL		Date of Inspection:		11/07/2023		School Name: Lovell High/ Community Day School/ Esperanza High School													
NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE:		2																	
Building / Area Name	Area Characteristics (Grade level serves, events, traffic volume, public usage, etc.)	1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards/ Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	15 Landscaping	16 Rating		
Admin		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Multi-Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Adult Education		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Esperanza Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Student Restrooms		TRUE	TRUE	NA	NA	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Rm 6 & 7		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100		
Rm 8: CDS		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100		
Rm 9 & 10		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100		
Room 107 & Library		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100		
Rm 111 & 112		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100		
Grounds		TRUE	TRUE	NA	NA	NA	TRUE	NA	TRUE	TRUE		NA	NA	NA	TRUE	TRUE	100		
District's Plan to Address:																			
Deficiencies Noted In Prior Year?																			

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a focal evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the Category Totals and Ranking, the Overall Rating, and a section for Comments and Rating Explanation.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

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PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.

Examples include but are not limited to the following:

- There is no odor that would indicate a gas leak. (X)
- Gas pipes are not broken and appear to be in good working order. (X)
- Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.

Examples include but are not limited to the following:

- The HVAC system is operable. (X)
- The facilities are ventilated (via mechanical or natural ventilation).
- The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- Interior temperatures appear to be maintained within normally accepted ranges.
- The ventilation units are not generating any excessive noise or vibrations.
- Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- The sanitary system controls odors as designed.
- Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- Walls are free of hazards from tears and holes.
- Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- Ceiling is free of hazards from missing ceiling tiles and holes.
- There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.

Examples include but are not limited to the following:

- Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

- An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
- An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
- An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
- Area(s) evaluated is free of unabated graffiti.
- Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:

- If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
- If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
- If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

- Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
- Walls and Doors free of spots and grime.
- Desk and Counters clean.
- Furniture dusted and clean.
- Baseboards and window sills dusted and clean.
- Light fixtures clean.
- Sink clean and drains working properly.
- Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free
- Windows are free from damage, clean, and in working condition.
- Water fountains, including handles/buttons, are clean and in working condition.
- Toilets and bathroom sinks are clean and in working condition.
- Mirrors and Hand Dryers are clean, intact, and in working condition.
- Bathroom supplies are stocked and in working condition.
- Area is free of graffiti.
- Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- There is no evidence of a major pest or vermin infestation. (X)
- There are no holes in the walls, floors, or ceilings.
- Rodent droppings or insect skins are not evident.
- Odor caused by a pest or vermin infestation is not evident.
- There are no live rodents observed.
- Other

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Electrical (Interior and Exterior)

- There is no evidence that any portion of the school has a power failure. (X)
- Electrical systems, components, and equipment appear to be working properly. Examples include but are not

- There does not appear to be damaged tiles or other circumstances that may
- Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarm pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g., locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.

to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly.

Examples include but are not limited to the following:

- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident.

Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

Cutler-Orosi Community Day School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Cutler-Orosi Community Day School
Street	12724 Avenue 392
City, State, Zip	Cutler, CA 93615
Phone Number	(559) 528-4703
Principal	Victoria Guzman
Email Address	viguzman@cojUSD.org
School Website	http://lov.cojUSD.org/Cutler-Orosi-Community-Day-School/index.html
County-District-School (CDS) Code	54718605430244

2023-24 District Contact Information

District Name	Cutler-Orosi Joint Unified
Phone Number	5595284703
Superintendent	Yolanda Valdez
Email Address	yovaldez@cojUSD.org
District Website	http://www.cojUSD.org

2023-24 School Description and Mission Statement

Community Day School (CDS) is an alternative educational placement for students who have been expelled from school, have problems with attendance and/or behavior, and/or need a specific learning environment. CDS is safe, secure, and accepting of our students while receiving an education that is standards-based, rigorous and relevant. The goal of CDS is to ensure students get the best opportunity for learning and behavior adjustment to ensure they will be successful. CDS has a teacher, instructional aide, and school campus security. CDS shares a principal, learning director, resource specialist, secretary, and

2023-24 School Description and Mission Statement

part-time counselors available to students and staff with the alternative high school.

CDS serves at-risk students in many ways, offering challenging classes to a small student population while teaching important educational and life skills. The students are offered counseling and an opportunity for credit recovery. CDS has the capacity to serve up to 15 students in a one-room classroom setting. The classroom is equipped with computers for student use as well as for credit recovery through Cyber High and Acellus. We are constantly working with students and looking for alternative resources to assist them during their time at CDS. Some of the opportunities include pull-out interventions and check-in. CDS students are offered the same curriculum as the comprehensive high school and the alternative schools. Counselors meet with students on a pull-out basis, but also check-in on a regular basis to ensure students have the opportunity to discuss any issues they might be facing. Our approach is to provide the same learning opportunities and enrichment.

Students enrolling at CDS have the opportunity for "New Beginning and a Fresh Start" to reach their graduation goals. CDS staff adheres to the district mission statement of Educating Minds and Inspiring Futures.

Victoria Guzman, Alternative Education Administrator

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 10	1
Grade 11	2
Grade 12	1
Total Enrollment	5

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40%
Male	60%
Hispanic or Latino	100%
English Learners	40%
Foster Youth	20%
Migrant	20%
Socioeconomically Disadvantaged	100%
Students with Disabilities	20%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.20	25.00	149.00	77.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	23.60	12.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	4.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	75.00	5.80	3.00	12115.80	4.41
Unknown	0.00	0.00	5.50	2.87	18854.30	6.86
Total Teaching Positions	1.00	100.00	193.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.30	30.00	155.60	82.87	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	13.70	7.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.20	4.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	70.00	7.80	4.18	11953.10	4.28
Unknown	0.00	0.00	2.20	1.20	15831.90	5.67
Total Teaching Positions	1.00	100.00	187.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	0.70
Total Out-of-Field Teachers	0.70	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Community Day School currently uses all state-approved curriculum adopted by the Cutler-Orosi School District. For example, in the English Language Arts courses, the following materials are being used Expository Reading and Writing Course, Cyber High, and Acellus. CDS also currently uses EnVision Integrated Math I and II- SAVVAS Learning Company. CDS currently uses the following text in science: Prentice Hall Earth Science, Biology and Cyber High, and Acellus. At CDS, the Social Science department uses the following state and district-adopted material: United States History and Geography- Continuity and Change- McGraw Hill, The Modern Era: Prentice Hall, Cyber High and Acellus.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading and Writing Course, Cyber High and Acellus	Yes	0.0%
Mathematics	EnVision Integrated Math I and II- SAVVAS Learning Company, Cyber High, Acellus	Yes	0.0%
Science	Pearson Earth Science CA Edition Pearson Biology CA Edition, Cyber High, Acellus	Yes	0.0%
History-Social Science	United States History and Geography- Continuity and Change- McGraw Hill, The Modern Era: Prentice Hall, Cyber High and Acellus	Yes	0.0%
Foreign Language	Acellus	Yes	0.0%
Health	N/A		0.0%
Visual and Performing Arts	Glencoe, Arts in Focus	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

School Facility Conditions and Planned Improvements

Community Day School had a rating of 100% on safety, cleanliness, and adequacy. In addition, the school received a ranking of good on all these categories and overall school rating of Exemplary. At this time, the school is not in need of any facility improvements.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			
Gas Leaks, Mechanical/HVAC, Sewer				
Interior:	X			
Interior Surfaces				
Cleanliness:	X			
Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains:	X			
Restrooms, Sinks/ Fountains				
Safety:	X			
Fire Safety, Hazardous Materials				
Structural:	X			
Structural Damage, Roofs				
External:	X			
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--		39		47	
Mathematics (grades 3-8 and 11)	--		23		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--		16.96		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 Career Technical Education Programs

Community Day School has internal practices and programs such as "College and Career Readiness" to work on preparing students to meet graduation requirements.

Credit recovery efforts include being innovative to find opportunities to empower students to meet eligibility requirements for career pathway coursework opportunities that align to our Alternative Ed. CTE Career Pathways in Fire, Nursing, and Careers in Education. Community Day School has initiated the following practices and college and career initiatives by partnering with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program to ensure student college and career readiness and improve successful transitions to secondary and post-secondary education. Community Day School provides grade-level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation, and many more initiatives detailed in a District-Wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade students have also started the initial elements of a portfolio, which includes a resume, letters of recommendation, SMART Goal setting and a brag sheet noting their accomplishments and achievements. This introductory portfolio aligns with the secondary senior exit interview and portfolio presentation high school graduation requirement; as well as part of the process to apply to a Career Pathway and or Academy Program of Study. Community Day School informs parents and students of Career Pathway opportunities and College and Career Readiness via activities, events, and meetings such as a Career Pathway Expo and Registration Night, LCAP Forums, and parent workshops. Community Day School students are required to complete five hours of community service for each year of enrollment at Community Day School as a graduation requirement. Students also participate in our College and Career Day.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

Parents are invited to participate in a variety of school activities including how to navigate through online platforms. For example, parents receive information regarding their students' Google Classroom and parent access to our new parent communication platform, Parent Square. Other parent nights include: Report Card Night, PBIS, Coffee with the Counselor and Admin. Parents are invited to be involved with School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. In addition, parents attend athletic events on our campus. Parents are encouraged to enroll in our district adult school ESL and diploma programs. If you would like to participate in any school activities, please contact the administrator, Mrs. Victoria Guzman.

Victoria Guzman, Alternative Education Administrator (559) 528-4703

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--		4.1	4.9		9.4	7.8	
Graduation Rate	--	--		87.0	93.3		83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	16	14	8	57.1
Female	7	6	4	66.7
Male	9	8	4	50.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	16	14	8	57.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	9	8	4	50.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	15	13	8	61.5
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	1	1	1	100.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	30.43		0.10	4.57		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.15		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Our top priority is to maintain a school environment that is safe, clean, and orderly. Administration and staff members (certificated and classified) provide student supervision on the grounds before school, during breaks, during lunch, and after school. Students who do not follow school rules receive the consequences according to the California Education Codes and policies adopted by the School Board. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. A school safety plan has been developed, approved, and put into operation. On July 27, 2023, all district administration was trained on ActVnet for all drills and the staff was trained on September 6, 2023. The safety plan is updated annually and was most recently updated and reviewed by the staff on August 7, 2023. Emergency procedures and safety drills are reviewed as needed at weekly staff meetings. Lovell High School also employs a part-time security guard and has a resource officer from the Tulare County Sheriff's Department to ensure safety. Regular drills are conducted via the ActVnet platform to ensure that all students and staff know how to respond in case of any type of emergency. On October 2, 2023, we reviewed our Single Plan for Student Achievement with School Site Council (SSC) English Language Advisory Committee (ELAC) which includes staff, parents and a student representative. We discussed our safety procedures to maintain a secure site. On December 6, 2023, the SSC and ELAC approved the 2023-2024 plan and goals.--

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	2		
Mathematics	10	1		
Science	10	1		
Social Science	10	1		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	3		
Mathematics	11	1		
Science	11	1		
Social Science	11	2		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,141.21	\$ 1,725.60	\$ 13,165.09	\$ 79,132
District	N/A	N/A	\$4,250.52	\$79,507
Percent Difference - School Site and District	N/A	N/A	51.7	-34.8
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-35.6

Fiscal Year 2022-23 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (instructional aides, Read 180, Edpuzzles)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies Non Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds are comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems). A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,130	\$50,875
Mid-Range Teacher Salary	\$ 77,686	\$79,761
Highest Teacher Salary	\$101,579	\$103,045
Average Principal Salary (Elementary)	\$126,825	\$128,154
Average Principal Salary (Middle)	\$128,939	\$131,774
Average Principal Salary (High)	\$143,735	\$142,676
Superintendent Salary	\$227,051	\$211,462
Percent of Budget for Teacher Salaries	24%	30.11%
Percent of Budget for Administrative Salaries	9.65%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

The CDS staff has participated in a variety of Professional Learning this past year to address the need of our English Learners, Student Engagement and Positive Behaviors. Staff received re-training in Google Classroom, Parent Square App, and Integrated ELD. Since we are a small site, our teachers are considered "singletons." We recently contracted with Global PD and Solution Tree to provide targeted training for "singletons" to run effective PLCs. We continue to encourage writing across all content areas and support for our English Language Learners. We have purchased online training in engagement strategies and GLAD strategies through Fall 2024. The District provides 35 Late Start Wednesdays for professional collaboration. In

Professional Development

In addition, all staff members participate in monthly extended days of professional development to work with colleagues in the implementation of best practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

STATE OF CALIFORNIA
 FACILITY INSPECTION TOOL (FIT)
 SCHOOL FACILITY CONDITIONS EVALUATION
 REV 04/22



STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cutter Orsi Joint Unified School District		COUNTY Tulare County	
SCHOOL SITE Lovell High/ Community Day School/ Esperanza High School		SCHOOL TYPE (GRADE LEVELS) Alternative Education	NUMBER OF CLASSROOMS ON SITE: 10 NUMBER OF RESTROOMS ON SITE: 6
INSPECTOR'S NAME Juan Garcilazo		INSPECTOR'S TITLE: Lead Custodian CONSULTANT	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		TIME OF INSPECTION 8:00 AM	
TOTAL ESTIMATED SITE SQUARE FOOTAGE/ ACREAGE: 5.62		SITE ENROLLMENT 97	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 1450		SUNNY	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERIOR	
		GAS/LEAKS	MECHANICAL	LEAKS	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL AREAS	WINDOWS/DOORS/ GATES/FENCES		
		Number of "OK"s:	11	11	5	11	11	11	11	6	6	11	2	11	11	1	11	
		Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Number of N/A's:	0	0	6	0	0	0	0	5	5	0	9	0	0	10	0		
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "N/A"s)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%			
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD			

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE 100.00% SCHOOL RATING** EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING
 EXPLANATION:

Everything looks good and will check back in a month.

DISTRICT'S RESPONSES TO REPORT (Attach
 additional pages if necessary):

PART IIa: EVALUATION DETAIL

Date of Inspection: 11/07/2023

School Name: Lovell High/ Community Da School/ Esperanza High School

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Building	Area Name	Estimated Square Footage	GAS LEAKS	PEST/TERMITES	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMITES INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	DOORS/ GATES/FENCE
District's Plan to Address:																	
Deficiencies Noted in Prior Year?																	
Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable Use Additional Area Lines as necessary.																	
OK D X NA																	

STATE OF CALIFORNIA FACILITY INSPECTION TOOL SCHOOL FACILITY CONDITIONS EVALUATION REV 11/17/2017										FACILITY INSPECTION SERVICES										STATE ALLOCATION BOARD OFFICE OF PUBLIC SCHOOL CONSTRUCTION									
PART III: CLEANLINESS DETAIL										Date of Inspection: 11/07/2023										School Name: Lovell High/ Community Day School/ Esperanza High School									
NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2																													
Area Characteristics (Grade level serves, events, traffic volume, public usage, etc.)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16												
Building / Area Name		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards/ Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	Rating												
Admin		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100												
Multi-Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100												
Adult Education		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100												
Esperanza Room		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100												
Student Restrooms		TRUE	TRUE	NA	NA	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100												
Rm 6 & 7		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100												
Rm 8: CDS		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	100												
Rm 9 & 10		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100												
Room 107 & Library		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100												
Rm 111 & 112		TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	NA	TRUE	TRUE	NA	NA	NA	NA	TRUE	NA	100												
Grounds		TRUE	TRUE	NA	NA	NA	TRUE	NA	TRUE	TRUE		NA	NA	NA	TRUE	TRUE	100												
District's Plan to Address:																													
Deficiencies Noted In Prior Year?																													

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

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PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.

Examples include but are not limited to the following:

- There is no odor that would indicate a gas leak. (X)
- Gas pipes are not broken and appear to be in good working order. (X)
- Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.

Examples include but are not limited to the following:

- The HVAC system is operable. (X)
- The facilities are ventilated (via mechanical or natural ventilation).
- The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- Interior temperatures appear to be maintained within normally accepted ranges.
- The ventilation units are not generating any excessive noise or vibrations.
- Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- The sanitary system controls odors as designed.
- Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- Walls are free of hazards from tears and holes.
- Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- Ceiling is free of hazards from missing ceiling tiles and holes.
- There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.

Examples include but are not limited to the following:

- Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

- An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
- An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
- An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
- Area(s) evaluated is free of unabated graffiti.
- Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:

- If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
- If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
- If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

- Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
- Walls and Doors free of spots and grime.
- Desk and Counters clean.
- Furniture dusted and clean.
- Baseboards and window sills dusted and clean.
- Light fixtures clean.
- Sink clean and drains working properly.
- Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free
- Windows are free from damage, clean, and in working condition.
- Water fountains, including handles/buttons, are clean and in working condition.
- Toilets and bathroom sinks are clean and in working condition.
- Mirrors and Hand Dryers are clean, intact, and in working condition.
- Bathroom supplies are stocked and in working condition.
- Area is free of graffiti.
- Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- There is no evidence of a major pest or vermin infestation. (X)
- There are no holes in the walls, floors, or ceilings.
- Rodent droppings or insect skins are not evident.
- Odor caused by a pest or vermin infestation is not evident.
- There are no live rodents observed.
- Other

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Electrical (Interior and Exterior)

- There is no evidence that any portion of the school has a power failure. (X)
- Electrical systems, components, and equipment appear to be working properly. Examples include but are not

- There does not appear to be damaged tiles or other circumstances that may
- Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear

limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended.

Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.

to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly.

Examples include but are not limited to the following:

- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident.

Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **JANUARY CURRICULUM AND INSTRUCTION REPORT**

ATTACHMENTS: **N/A**

FUNDING SOURCE: **N/A**

DISCUSSION: The Assistant Superintendent of Educational Services will review the District's status on the California Dashboard.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Assistant Superintendent of Educational Services*

- BOARD GOAL:**
- ☒ 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
 - ☐ 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
 - ☒ 3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION: **The Superintendent recommends the Board accept the January Curriculum and Instruction Report.**

PROPOSED ACTION: **ACCEPT**

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **APPROVAL OF 2024-2025 DISTRICT CALENDAR**

ATTACHMENTS: **2024-2025 DISTRICT CALENDAR**

FUNDING SOURCE: **N/A**

DISCUSSION: Attached for approval is the proposed 2024-2025 District Calendar. This calendar has been reviewed by the Administrative Team, CSEA, and COUTA.

**ITEM SUBMITTED AND
APPROVED BY:**

*Name and title of administrator who reviewed and
approved this item: Shevonne Swanson, Assistant
Superintendent of Educational Services*

BOARD GOAL:



1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.



2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.



3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the 2024-2025 District Calendar.

PROPOSED ACTION:

APPROVE

Item #: 11



CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT CALENDAR SCHOOL YEAR 2024-2025

"Educating Minds, Inspiring Futures"

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024 (14)						
Su	Mo	Tu	We	Th	Fr	Sa
				1NT	2NT	3
4	5NT	6NT	7NT	8T+	9T	10
11	12T	13	14S	15	16	17
18	19	20	21S	22	23	24
25	26A	27#	28S	29	30	31

Superintendent's Welcome Back Breakfast: 8
Student First Day of School: 13

September 2024 (20)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4S	5	6	7
8	9	10	11S	12+	13	14
15	16A	17#	18S	19	20	21
22	23	24	25S	26	27	28
29	30					

October 2024 (23)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7	8	9S	10+	11Q	12
13	14	15	16S	17	18	19
20	21A	22#	23S	24	25	26
27	28	29	30S	31TR		

EMMS Report Card Night: 15 OHS Report Card Night: 16
Alt. Ed. Report Card Night: 17

November 2024 (14)						
Su	Mo	Tu	We	Th	Fr	Sa
					1PD	2
3	4	5	6S	7	8	9
10	11	12P	13S	14P+	15P	16
17	18P+	19P	20S	21	22*	23
24	25	26	27	28	29	30

PD for TK-12 with additional hour of extended PL: 1
Elementary Parent/Teacher Conferences: 12, 14-19
Minimum Day Grades TK-12: 22

December 2024 (15)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4S	5	6	7
8	9	10#	11S	12+	13	14
15	16	17	18S	19	20Q*	21
22	23	24	25H	26	27	28
29	30	31				

OHS Finals Minimum Days: 17, 19-20 OHS Finals: 18
Minimum Days Grades TK-12: 20

January 2025 (14)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15S	16+	17	18
19	20	21	22S	23	24	25
26	27A	28#	29S	30	31	

February 2025 (18)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5S	6	7	8
9	10	11	12S	13+	14	15
16	17	18	19S	20	21	22
23	24A	25#	26S	27	28TR	

March 2025 (21)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5S	6	7	8
9	10P	11P	12S	13P+	14PQ	15
16	17	18	19S	20	21	22
23	24A	25#	26S	27	28	29
30	31					

Elementary Parent/Teacher Conferences: 10-11, 13-14
EMMS Report Card Night: 18
OHS Report Card Night: 19
Alt. Ed. Report Card Night: 20

April 2025 (16)						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2S	3	4	5
6	7	8	9S	10+	11*	12
13	14	15	16	17	18	19
20	21	22	23S	24+	25	26
27	28	29	30S			

Minimum Day Grades TK-12: 11

May 2025 (21)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7S	8+	9	10
11	12	13	14S	15	16	17
18	19	20	21S	22	23	24
25	26	27	28S	29	30	31

June 2025 (4)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5QTR*	6T	7
8	9	10	11	12+	13	14
15	16	17	18+	19H	20	21
22	23	24	25	26	27	28
29	30					

OHS Finals Minimum Days: 2-5 Minimum Days Grades TK-12: 5

Legend		District Holidays	Dates to Remember	Test Dates
	Holiday/No School	July 4 - Independence Day	First Day of School: Aug. 13	OHS Fall Finals: Dec 17-20
	Regular School Days	September 2 - Labor Day	TK-5 Parent/Teacher Conferences: Nov 12, 14-19	OHS Spring Finals: June 2-5
NT	New Teacher Institute	November 11 - Veteran's Day	Mar. 10-11, 13-14	ELPAC: Feb 3 - March 31
PD	Professional Development	November 28-29 - Thanksgiving	EMMS Report Card Nights: Oct. 15, March 18	CAASPP Window: March 1 - May 30
T	Teacher Duty	December 24 - Christmas Eve	OHS Report Card Nights: Oct. 16, March 19	
S	Late Start - TK-8 start at 9:30 OHS/Alt. Ed. start at 9:25	December 25 - Christmas Day	Lovell Report Card Nights: Oct. 17, March 20	
*	Minimum Day	December 31 - New Year's Eve	CDS Report Card Nights: Oct. 17, March 20	
P	TK-5 Parent/Teacher Conferences Minimum Day	January 1 - New Year's Day	El Monte 6 th Grade Promotion Celebration: June 3	
+	Board Meetings (Jan-June Pending Board Approval)	January 20 - Martin Luther King Day	Alt. Ed Graduation: June 4	
#	Extended Day PL (TK-5)	February 10 - Lincoln's Birthday Observed	OHS Graduation: June 5	
^	Extended Day PL (6-12)	February 17 - President's Day		
©	Classified PD (Potential)	April 18 - Good Friday		
	Summer Non-Work Days	May 26 - Memorial Day		
		June 19 - Juneteenth		

NOTE: Minimum days will switch to a normal release time, if on foggy day schedule

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **ANNUAL AUDIT REPORT AS OF JUNE 30, 2023**

ATTACHMENTS: **AUDIT REPORT PRESENTED AT MEETING**

FUNDING SOURCE: **N/A**

DISCUSSION:

Hugo Luna, a Supervisor from Christy White Accountancy, will present and review the District's Annual Audit Report for the July 1, 2022 to June 30, 2023 fiscal year via zoom. Each audit must include all funds of the District, including Student Body, Cafeteria or accounts and any other funds under the control or jurisdiction of the District; funds of the Regional Occupational Centers, and programs maintained by the District, or pursuant to joint powers agreement. Each audit must include an audit of attendance procedures. [EC 41020, 47605(m), 84040] Furthermore, no later than January 31st of each fiscal year, the school district governing board must review the Annual Audit Report at one of the regularly scheduled public meetings. The review must include the discussion of any audit exceptions and the recommendations or findings of any management letter by the auditor. [EC 35145, 41020.3]

Click **HERE** to view the full Audit Report online.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Faith Coleman, Chief Financial Officer*

BOARD GOAL:

- ☐ 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- ☐ 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- ☒ 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends the Board approve the Annual Audit Report as of June 30, 2023**

PROPOSED ACTION: **APPROVE**

Item #: 12

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **ADMINISTRATIVE/ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF JOB DESCRIPTION FOR THE FULL TIME COMMUNITY SCHOOLS COORDINATOR AND APPROVAL OF ONE (1) FULL TIME DIRECTOR OF GRANTS POSITION AND JOB DESCRIPTION, (2) FULL TIME SOCIAL WORKERS (BSW), (1) FULL TIME BUSINESS SERVICES TECHNICIAN-GRANT FUNDED**

ATTACHMENTS: **COMMUNITY SCHOOLS PROGRAM COORDINATOR AND DIRECTOR OF GRANTS JOB DESCRIPTIONS**

FUNDING SOURCE: **CFI GRANT, CCSPP GRANT, SCG GRANT, LCAP CONCENTRATION GRANT**

DISCUSSION:

The District requests that the Board approve the following positions and job descriptions:

- Job Description approval for Community School Program Coordinator – The (6) Community Schools Program Coordinator positions were approved at the December Board meeting.
- (1) Grant funded Director of Grants position and job description - This position will plan, organize, manage, and provide direction and oversight for all functions and activities of assigned grants and oversee and develop assigned programs. This position will be 8 Hours, 224 Workdays, paid at Ratio 1.36 and funded with the new federal grants. The job description is also presented for approval.
- (2) Grant funded Social Workers (BSW) positions – This position will work to ensure community-based support for students and families in our community. It will work with homeless families and those adults in the area needing medical and behavioral health services. They will conduct assessments of clients' social, emotional, and economic needs. Identify and evaluate potential risk factors. Coordinate with other agencies to access resources and support. These positions will be 8 hours, 12 months and funded with the new CFI grant.
- (1) Grant funded Business Services Technician position. This position will manage accounts payable, budgets, and grants for the facilities and technology department. This position will be 8 Hours, 12 Months, paid at Ratio .60 and will be grant funded through the LCAP Concentration funds.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item:
Craig B Drennan, CBD, Assistant Superintendent

BOARD GOAL:

☒

1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.

☐

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the new positions job descriptions.

PROPOSED ACTION:

APPROVE

Item #:

Cutler-Orosi Joint Unified School District



Community Schools Program Coordinator

Salary Range: Ratio 1.36

FLSA: Exempt

Unit: Confidential/Management

DEFINITION

Under the direction of the designated administrator or supervisor, the Community School Program Coordinator will provide on-site case management services to families and students by planning, integrating, and coordinating the delivery of pipeline services to Learning Communities and consult and collaborate with school personnel to promote a positive school environment that is responsive to the needs of students, parents, staff, and community members.

SUPERVISION RECEIVED AND EXERCISED

Receive general supervision from the designated administrator or supervisor, may exercise direct supervision of staff and will provide guidance to staff and parents.

CLASS CHARACTERISTICS

The Community School Coordinator coordinates existing and new pipeline services into their assigned campuses, responds to regular referrals from school administration, parents, teachers, and others, and provides direct and indirect services by assisting families in accessing appropriate school and community resources. The Community School Coordinator participates in the school and community assessment of needs and assets. The Community School Coordinator must demonstrate the ability to coordinate and carry out all aspects described above. The position involves frequent contact and coordination of services with parents, staff, agency partners, and other site or district personnel. The position requires data analysis and response to the data. Incumbent at this level primarily works independently after receiving general guidance and receives only occasional instruction or assistance as a new or unusual situation arises and is fully aware of the operating procedures and policies of the District.

EXAMPLES OF ESSENTIAL FUNCTIONS

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all of the duties, knowledge and abilities associated with this classification, but are intended to accurately reflect the principal job elements. All of the duties listed below are considered to be "essential" with the exception of "Other duties as assigned."

- Assist in planning, coordinating, and facilitating community school activities for the designated site, including customized programs, parent outreach and engagement events, evidenced based parenting programs, Health Fairs, support groups, and mobile services in collaboration with site administration and the Family Education Center.
- Collaborate with site administrators to support wrap-around services for learners utilizing partnerships with community-based organizations to support education, developmental, family, health, and other comprehensive services.
- Provide Tiered interventions, family services and case management to students with behavioral, social or emotional needs, including but not limited to pregnant/parenting teens, and Homeless and Foster Youth; Victims of crime
- Respond to student and family data to refer them to school programs and outside agencies as appropriate, promote parent involvement in the educational process and the facilitation of their children's school adjustment, assist families in accessing and utilizing school and community resources, and document provision of services.
- Consult and collaborate with District personnel and social service organizations in providing needed resources to students and families, provide information, and provide case consultation and referral updates.
- Work with students and families and develop programs to enhance the social, emotional, and academic well-being of students, provide counsel and make home visits as necessary, develop service-based plans, monitor student progress in program related activities, and follow-up and re-evaluate appropriately.
- Communicate with students, families, School site administrators, District personnel, and outside agencies to exchange information, coordinate activities and resolve issues or concerns; maintain confidentiality of sensitive and privileged information. Analyze student and family data.
- Prepare and maintain a variety of records and reports related to student assessments, student and family case notes, family service plans, progress and other assigned activities.
- Attend a variety of meetings related to program management and oversight with the Community Schools leadership committee and participate as a member of various multi-disciplinary teams which may include Student Study Team (SST), PBIS/MTMDSS, school re-entry, School Attendance Review Team (SART), and the School Attendance Review Board (SARB).
- Directly transports and/or arranges transportation for targeted families and students as-needed.
- May work flexible schedules including evenings and weekends in order to make contact with parents and students, and/or to carry out duties associated with the Community Schools Initiative.
- Prepares and maintains a variety of data collection for program records including evaluations, attendance, and home visits. Ensures accurate data collection and submission for reports.
- Understand and follow oral and written instructions in English, use English effectively to communicate in person, over the telephone and/or in writing using proper spelling, vocabulary, grammar and punctuation; apply common sense understanding to carry out instructions provided.
- May participate in preparing and publishing parent newsletters and social media postings.
- Performs other duties as assigned that support the overall objective of the position.



QUALIFICATIONS

Knowledge of and Ability to:

- Demonstrate qualities of leadership, initiative, ability to speak and write effectively, broad knowledge and

skills to collaborate and coordinate resources for students, school and community.

- Provide individual and group sessions, family services and case management to students with behavioral, social or emotional problems using a variety of techniques.
- Assess student and family strengths and needs and identify symptoms in need of treatment or intervention. Counsel effectively with students and parents and make home visits as necessary.
- Work with students, families, school staff, and partners and develop programs to enhance the social, emotional and academic well-being of students. Understand and relate to problems and concerns of students with special needs.
- Use positive techniques for providing a high level of customer service by effectively dealing with parents, students, community members and staff. Use tact, patience and courtesy.
- Observe all District safe work practices and policies including proper lifting techniques, trip and fall prevention and strain prevention.
- Maintain personal appearance, grooming and language patterns that provide a satisfactory example to pupils.
- Learn and understand the operation of the District as necessary to assume assigned responsibilities; use tact, initiative, prudence and independent judgment within policy and legal guidelines.
- Establish and maintain cooperative and effective working relationships with others.
- Be motivated to produce a high quality work product; meet schedules and timelines.
- Meet schedules and critical time deadlines; complete work with many interruptions.
- Maintain privacy of student, parent, staff and others' records. Work confidentially with discretion.
- Operate modern office equipment including computers and software programs; organize own work, set priorities and meet critical time deadlines; complete work with many interruptions; use basic principles of record keeping and file maintenance.
- Maintain consistent, punctual and regular attendance.
- Possess the personal characteristics generally recognized as essential for public employees, including the demonstration of: integrity, initiative, emotional maturity, dependability, good judgment and ability to work cooperatively.
- Compose correspondence and reports independently or from brief instructions.
- Respond to requests and inquiries from District employees.
- Establish and maintain a variety of filing, record keeping and tracking systems.
- Meet the physical demands and environmental conditions required by the position.

EDUCATION AND EXPERIENCE:

Education:

- A high school diploma or equivalent.
- Bachelor's Degree in social work or related field preferred.

Experience:

- Two (2) years' experience of social work, working in schools, or community based organizations, Family Resource Centers, or related experience preferred.
- Prior experience coordinating and supporting community workshops and events.
- Prior experience working with families and children with risk factors, such as substance abuse, exposure to domestic violence, mental health, behavior, and behavioral health issues.

LICENSES AND CERTIFICATIONS:

Licenses and Certifications are conditions of initial and continuing employment.

- Position of and ability to maintain a valid California Driver's License.
- Submit, at applicant's own expense, his/her DMV motor vehicle driving record at the time of appointment. Failure to meet this requirement may result in disqualification.
- Mileage reimbursements are available for employees required to drive a personal vehicle.

OTHER REQUIREMENTS

- Maintain personal responsibility for maintenance of all licenses and permits.
- This classification requires the ability to communicate effectively in English and preferably Spanish, both orally and in writing.
- Other skills/performance tests may be required depending on the assignment. These may include, but are not limited to, writing, reading, math, and excel.

WORKING CONDITIONS

The work environment and physical demands of the position as described are representative of those that must be met by an employee to successfully perform the essential functions. Reasonable accommodations may be made to enable individuals to perform the essential functions of a specific position.

PHYSICAL DEMANDS

Must possess mobility to work in classroom, industrial and/or office settings and use standard office equipment, including a computer, and to operate a motor vehicle. The employee may sit, stand or walk for extended periods of time. Corrected vision abilities required include close vision, color vision, distance vision, peripheral vision and the ability to adjust focus: vision to read printed materials, a computer screen and to drive a vehicle to conduct work. Hearing and speech abilities required to communicate in person and over the telephone. Walking between work areas will be required with travel to and from private homes during the day or at night. Finger dexterity is essential to access, enter and retrieve data using a computer keyboard, calculator and to operate standard office equipment. Employee must have the physical stamina and agility to turn, twist, bend, reach overhead, above the shoulders and horizontally to reach, carry and store supplies; stooping, kneeling and walking is required. Employee must possess the ability to lift, carry, push and pull materials and objects up to 40 pounds.

ENVIRONMENTAL ELEMENTS

Employee primarily works in an office with moderate noise levels, frequent interruptions, and controlled temperature conditions. Employee may work outdoors and is occasionally exposed to loud noise levels and cold and/or hot temperatures. This position also requires employee to travel to various locations and may transport student families. Employee may interact with upset staff or public and private representatives while interpreting and enforcing departmental policies and procedures. Stress is an integral part of this job in dealing with people and meeting deadlines and workload requirements. Employee may be exposed to blood and body fluids. This position involves both sedentary office work as well as travel to various homes to work with families and students; it also involves working in all types of weather.

Cutler-Orosi Joint Unified School District



Director of Grants and Program Development

Salary Range: Ratio 1.36

FLSA: Exempt

Unit: Confidential/Management

DEFINITION

Under general direction, plan, organize, manage and provide direction and oversight for all functions and activities of assigned grants and oversee and develop assigned program(s); evaluate program effectiveness and make recommendations for operational, policy and procedural improvements; develop, summarize and maintain program records and reports; foster cooperative working relationships and act as a liaison with various community resource, public assistance, health and social services agencies; and perform related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receive general direction from the Assistant Superintendent of Educational Services. The work provides for a wide variety of independent decision-making, within legal and general policy and regulatory guidelines. Exercise general direction, supervision, and evaluation over professional technical support staff.

CLASS CHARACTERISTICS

This classification is responsible for writing, developing and implementing policies and procedures for a variety of grants/programs, including grant administration, program budget administration and program evaluation. Incumbent supports the work of departmental management staff by conducting day-to-day administrative support and program coordination activities. The work has technical and programmatic aspects, requiring the interpretation and application of policies, procedures and other agencies, regulations, and/or involved frequent contact with the public. Positions at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit.

EXAMPLES OF ESSENTIAL FUNCTIONS

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all of the duties, knowledge and abilities associated with this classification, but is intended to accurately reflect the principal job elements. All of the duties listed below are considered to be "essential" with the exception of "Other duties as assigned."

- Participate in the development and implementation of goals, objectives, policies and priorities for assigned grants, services and programs; identify resource needs; recommend and implement policies and procedures, including standard operating procedures for assigned programs and services.
- Supervise, coordinate, and participate in the day-to-day operations of assigned grants, programs and services; assist in the recruitment and selection of staff and provide recommendations; provide supervision, training, orientation and guidance to assigned staff; prepare weekly and daily schedules; provide input and provide documentation for performance evaluations.
- Coordinate and perform administrative and programmatic work for various District programs in areas such as budget development, grants administration and reporting and program evaluation; monitor program enrollment and attendance.
- Serve as a liaison to students, parents, staff, community resources, public assistance, health and social service agencies; provide presentations, information and assistance regarding assigned programs and services; receive and respond to complaints and questions relating to assigned area of responsibility; review problems and recommend corrective actions which offerings may include weekends.
- Development and implement new or revised grants/programs, systems, procedures and methods of operation.
- Prepare, review, update and maintain a variety of program documents, records, reports and files; research, analyze and gather data for periodic and special reports; prepare a variety of program progress and evaluation reports; prepare and submit District, county, state, federal mandated reports regarding program operations and activities; implement and conduct mandatory program surveys.
- Administer grants and ensure program activities are in compliance with grant requirements; prepare program reports to funding agencies; monitor program budgets and track program expenditures.
- Represent the District to a variety of state and county meetings and workshops.
- Use tact, initiative, prudence and independent judgment within general policy, procedural and legal guidelines.
- Establish, maintain and foster positive and effective working relationships with those contacted in the course of work.
- Supervision and visibility at district, school, and community events which may include evenings and weekends.
- Perform other related duties as assigned.

QUALIFICATIONS

Knowledge of and Ability to:

- Use positive techniques for providing a high level of customer service by effectively dealing with parents, students, community members and staff. Use tact, patience and courtesy.
- Observe all District safe work practices and policies; use proper lifting techniques.
- Maintain personal appearance, grooming and language that provide a satisfactory example to pupils.
- Learn and understand the operation of the District as necessary to assume assigned responsibilities; use tact, initiative, prudence and independent judgment within policy and legal guidelines.
- Establish and maintain cooperative and effective working relationships with others.
- Be motivated to produce a high quality work product; meet schedules and time lines; complete work with many interruptions. Work effectively and efficiently with minimum supervision.

- Understand and follow oral and written instructions in English, use English effectively to communicate in person, over the telephone and/or in writing using proper spelling, vocabulary, grammar and punctuation; apply common sense understanding to carry out instructions provided.
- Possess the personal characteristics generally recognized as essential for a confidential public employee, including the demonstration of: integrity, initiative, emotional maturity, dependability, good judgment and ability to work cooperatively; be reliable and have the ability to empathize.
- Maintain confidentiality regarding students, parents, staff and others.
- Train others, organize work, set priorities and meet critical time deadlines. Perform responsible work with accuracy and speed.
- Maintain consistent, punctual and regular attendance; be reliable and have the ability to empathize.
- Supervise the assessment of child and family needs and direct the coordination of appropriate social service, health and education referrals. Develop, plan, coordinate and implement a variety of education, health and instructional programs and services suited to the needs of the community.
- Use sound financial management policies and procedures. Prepare and monitor program budgets. Make accurate mathematical and financial computations.
- Speak, read and write proficiently in English and preferably Spanish.
- Be responsive to parental and student concerns. Encourage parental participation.
- Supervise, train, plan, organize, schedule, assign, review and evaluate the work of staff.
- Interpret, apply, explain and ensure compliance with applicable Federal, State, local, District and program policies, procedures, laws and regulations.
- Analyze, interpret, summarize and present administrative and technical information and data in an effective manner. Evaluate new service delivery methods, procedures and techniques.
- Prepare clear and concise reports, correspondence, policies, procedures and other written materials.
- Effectively represent the District in meetings with governmental agencies, community groups and various organizations and in meetings with individuals.
- Utilize modern office practices and equipment and applications. Use basic principles of record keeping and file maintenance. File materials alphabetically, chronologically and numerically.
- Meet the physical demands and environmental elements required by the position.

EDUCATION AND EXPERIENCE:

Any combination of training and experience that would provide the required knowledge, skills and abilities is qualifying. A typical way to obtain the required qualifications would be:

Education:

- Master's Degree or higher with a degree in Educational Administration; coursework in social/human services, public health, sociology, psychology, counseling, or other behavioral sciences preferred.

Experience:

- Three years of experience in Management/Leadership in education; experience in grant administration and budget oversight preferred.

LICENSES AND CERTIFICATIONS:

Licenses and Certifications are conditions of initial and continuing employment.

- Possession of, or ability to obtain, a valid California credential authorizing service as an administrator at the K-12 levels.
- Possession of and ability to maintain a valid California Driver's License.
- Submit, at applicants own expense, his/her DMV motor vehicle driving record at the time of appointment. Failure to meet this requirement may result in disqualification.
- Mileage reimbursements are available for employees required to drive a personal vehicle.

OTHER REQUIREMENTS

- This classification may require the ability to communicate effectively in Spanish, both orally and in writing, and pass a District bilingual test.
- Maintain personal responsibility for maintenance of all licenses and permits.

WORKING CONDITIONS

The work environment and physical demands of the position as described are representative of those that must be met by an employee to successfully perform the essential functions. Reasonable accommodations may be made to enable individual to perform the essential functions of a specific position.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle and to visit various District and other meeting sites. Vision abilities required include close vision, color vision, distance vision, peripheral vision, use of both eyes and the ability to adjust focus; vision to read printed materials, a computer screen and to drive a vehicle to conduct work. Hearing and speech abilities required to communicate in person and over the telephone. This is an office classification although standing in work areas and walking between work areas may be required. Finger dexterity is essential to access, enter and retrieve data using a computer keyboard, typewriter keyboard, or calculator and to operate standard office equipment. Employee occasionally bends, stoops, kneels, reaches overhead, above the shoulders and horizontally, to retrieve and store supplies: pushes and pulls drawers open and close to retrieve and file information. Employee must possess the ability to lift, carry, push and pull materials and objects up to 40 pounds.

ENVIRONMENTAL ELEMENTS

Employee works in an office, outdoor and/or classroom environments with moderate noise levels, controlled temperature conditions and/or hot, cold and adverse weather conditions and little or no direct exposure to hazardous physical substances. Employee may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures. Personal security cannot be guaranteed at all times. Stress is an integral part of this job in dealing with people and meeting deadlines and workload requirements.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: ADMINISTRATIVE/ORGANIZATIONAL

AGENDA ITEM: PROPOSAL TO RECLASSIFY THE PROGRAM COORDINATOR POSITIONS TO PROGRAM MANAGER AND APPROVAL OF (2) BUS DRIVER/CUSTODIAN POSITIONS

ATTACHMENTS: NA

FUNDING SOURCE: CCSPP GRANT, ELOP GRANT

DISCUSSION:

A proposal to reclassify the Grant Coordinator and R & E Program Coordinator positions to Program Manager is presented to the Board for approval. These two positions will assume tasks, activities, and services for the CCSPP Grant (Community Schools Grant). The Program Manager position will be paid at Ratio .80 with 261 workdays. This proposal would eliminate the two Program Coordinator positions and would add one new Program Manager position, resulting in a reduction of one position overall. This increase is for the added responsibilities due to the increase in new programs and grants through June 30, 2028.

The District also requests that the Board approve (2) full-time Bus Driver/Custodian positions funded by the ELOP Grant. These positions will be dedicated to supporting the expanded after school program transportation and custodial needs.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Craig B Drennan, CBD, Assistant Superintendent

BOARD GOAL:

☐

1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.

☐

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems that are innovative, accountable, and proactive.

RECOMMENDATION:

The Superintendent recommends the Board approve the reclassification of the position and added positions.

PROPOSED ACTION:

APPROVE

Item #: 14

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 18, 2024

AGENDA SECTION: **CLOSED**

AGENDA ITEM: **PERSONNEL**

ATTACHMENTS: **PERSONNEL LETTER**

FUNDING SOURCE: **N/A**

DISCUSSION:

Employment/Additional Positions/Hours, Promotions/Assignments, Leaves, Resignations/Retirements, Employee Discipline/Dismissal/Release. (Personnel Letter will be presented at the meeting during closed session.)

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Craig B. Drennan, CBD, Assistant Superintendent

BOARD GOAL:

☐

1. Achieve academic excellence and meet the needs of all students in a safe supportive environment.

☐

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

☒

3. Create efficient and effective systems that are innovative, accountable, and proactive.

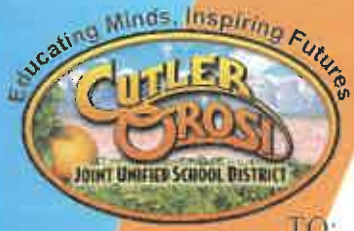
RECOMMENDATION:

The Superintendent recommends the Board approve the Personnel Letter.

PROPOSED ACTION:

APPROVE

Item #: A, B



TO: Board of Trustees

FROM: Craig Drennan, Assistant Superintendent-Administrative Services

RE: Personnel Recommendations

DATE: January 18, 2024

Board of Trustees

Sandra Williams

Board President

Delia Martinez

Vice President

Joan Jordan

Board Clerk

Mary Helen Espino

Trustee

Marisol Rubalcaba

Trustee

Margie Salazar

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Administration

Vanania Vazquez

Superintendent

Craig Drennan

Assistant Superintendent

Administrative Services

Sherronne Swanton

Assistant Superintendent

Educational Services

Cutler Orosi

Joint Unified

School District

12623 Avenue 416

Orvis, CA 93647

Phone

(559) 528-4763

Fax

(559) 528-3132

www.cojusd.net

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. Teacher at El Monte Middle School, effective January 16, 2024, paid at Column I, Step 1.
2. Outreach Aide at the Family Education Center, effective December 18, 2023, paid at Range 15, Step 1.
3. R&E Aide at Cutler Elementary School, effective January 16, 2024, paid at Range 15, Step 1.
4. Special Education Preschool Aide at Palm Elementary School, effective January 16, 2024, paid at Range 17, Step 1.

PROMOTIONS/REASSIGNMENTS:

5. from Preschool Teacher to TK Teacher at Palm Elementary School, effective January 16, 2024, paid at Column I, Step 1.
6. from R & E Program Coordinator to Program Manager, District Wide, effective January 22, 2024, paid at Ratio .80, Step 6.
7. from Grant Coordinator to Program Manager at Family Education Center, paid at Ratio .80, Step 6.

RESIGNATIONS/RETIREMENTS:

8. Teacher at El Monte Middle School, resigned effective December 21, 2023.
9. R&E Aide at Cutler Elementary School, resigned effective December 4, 2023.
10. Avid Tutor at Orosi High School, resigned effective December 15, 2023.
11. Outreach Aide at the Family Education Center, resigned effective January 1, 2024.
12. Computer Site Technician at Orosi High School, resigned effective January 4, 2024.

LEAVES: (Statutory – For Informational Purposes):

13. Expanded Learning Specialist at Orosi High School, on Baby Bonding Leave beginning December 7, 2023 through January 8, 2024.