

Galt Joint Union Elementary School District Board of Education

"Building a Bright Future for All Learners"

Regular Board Meeting

June 21, 2023

6:00 p.m. Closed Session

7:00 p.m. Open Session

Galt City Hall Chamber

380 Civic Drive, Galt, CA 95632

To join the webinar remotely:

<https://galt-k12-ca.zoom.us/j/81859966100>

Or One tap mobile :

+16694449171,,81859966100# US

+16699006833,,81859966100# US (San Jose)

Webinar ID: 818 5996 6100

AGENDA

Anyone may comment publicly on any item within the Board's subject matter jurisdiction to the Galt Joint Union Elementary School District Board of Education. However, the Board may not take action on any item not on this Board meeting agenda except as authorized by Government Code section 54954.2.

- Complete a public comment form indicating the item you want to address and give it to the board meeting assistant.
- Public comment via Zoom teleconference by notifying the board meeting assistant through the chatbox feature in Zoom (please include agenda item topic) or by using the raised hand feature in Zoom during the agenda item to be addressed. You will be identified by your Display Name in Zoom when called upon to speak.
- Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item.
- Public comments emailed to superintendent@galt.k12.ca.us 24 hours before the board meeting will be posted on the GJUESD website with the agenda. Email public comment is limited to 450 words.
- The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

Board of Education Meetings are recorded.

A. 6:00 p.m. – Closed Session Location: Galt City Hall Conference Room

B. Announce items to be discussed in Closed Session, Adjourn to Closed Session

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6

Agency Negotiator: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock

- Employee Agency: (GEFA) Galt Elementary Faculty Association
- Employee Agency: (CSEA) California School Employee Association
- Non-Represented Employees

C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session

D. Board Meeting Protocol

E. Recognition

1. Donna Mayo-Whitlock, Educational Services Director

F. Public Comments for topics not on the agenda

Public comment is limited to three minutes or less, pending Board President's approval.

G. Reports

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

1. Spring District Assessment Data
 - District Reading Assessment (DRA)
 - Measures of Academic Progress (MAP)
2. CA School Dashboard Local Performance Indicators 2022-23
3. 2022-23 Fairsite State Preschool Program Self-Evaluation
4. Summer Services
 - Summer School & Extended Year
 - Galt Expanded Learning (GEL) Program [Expanded Learning Opportunities Program]
 - Food & Nutrition

LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments

1. Robert L. McCaffrey Middle School Shade Structure

OTHER REPORTS

1. California School Boards Association (CSBA) Annual Education Conference (AEC) 2023
2. Review of April 19, 2023, Overview of Funding School Facilities Report from Government Financial Services, Joint Powers Authority

H. Routine Matters/New Business

212.461 Consent Calendar

a. Approval of the Agenda

At a regular meeting, the Board may act upon an item of business not appearing on the posted agenda if, first, the Board publicly identifies the item, and second, one or more of the following occurs:

- 1) The Board, by a majority vote of the entire Board, decides that an emergency (as defined in Government Code section 54956.5) exists; or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or
- 3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days before the date of this meeting, and at the preceding meeting, the item was continued to this meeting.

MOTION

b. Minutes

- May 17, 2023 Regular Board Meeting

- c. Payment of Warrants
 - Vendor Warrants: 23415807-23415856; 23417243-23417322; 23418635-23418728; 23419934-23420017; 23421682-23421743
 - Payroll Warrants: 5/31/23, 6/9/23
- d. Personnel
 - Resignations/Retirements
 - Leave of Absence Requests
 - New Hires/Reclassifications
- e. Donations
- f. Parker & Covert LLP Legal Services Agreement, Fiscal Year 2023-2024
- g. Disposal of GJUESD Class 3 Records

212.462	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
212.463	Board Consideration of Approval of GJUESD 2023-24 Local Control Accountability Plan (LCAP)	MOTION
212.464	Board Consideration of Approval of GJUESD 2023-24 Budget	MOTION
212.465	Board Consideration of Approval of Resolution No. 14; Resolution of The Governing Board to Commit Fund Balance for 2023-24	MOTION
212.466	Board Consideration of Approval of 2023-24 Education Protection Act Use of Funds	MOTION
212.467	Board Consideration of Approval of 2023-24 Expulsion Panel	MOTION
212.468	Board Consideration of Approval of Declaration of Need for Fully Qualified Educators for 2023-24	MOTION
212.469	Board Consideration of Approval of 2023-24 Single Plan for Student Achievement for: <ol style="list-style-type: none"> 1. Fairsite Elementary 2. Lake Canyon Elementary 3. Marengo Ranch Elementary 4. River Oaks Elementary 5. Valley Oaks Elementary 6. Vernon E. Greer Elementary 7. Robert L. McCaffrey Middle 	MOTION
212.470	Board Consideration of Approval of Public Notice from Galt Joint Union Elementary School District (GJUESD) to California School Employees Association (CSEA) [Public Notice / “Sunshine”] <ul style="list-style-type: none"> ▪ Article IX: Leaves - The District proposes to clarify language. 	MOTION

- Article XIII: Lay-Off and Re-Employment - The District proposes to update the language.
- Article XIX: Fringe Benefits - Annually open for negotiations.
- Article XX - Wages - Annually open for negotiations.

212.471 Board Consideration of Approval of Memorandum Of Understanding Between the California School Employees Association and its Galt Chapter #362 (CSEA) and the Galt Joint Union Elementary School District Regarding Contract Language Changes to the Following Articles: MOTION

- Article VIII Employee Performance Evaluations
- Article X Transfers
- Article XV Transportation
- Article XXI Duration
- Article XXIV Food and Nutrition Service Absence and Vacancy Procedures
- Article XXVI Shoe Reimbursement

212.472 Board Consideration of Approval of Resolution 13; Resolution of the Governing Board Authorizing Absences for Participation in Religious Exercises or Instruction MOTION

212.473 Board Consideration of Approval of the Following Board Policies, Administrative Regulations, and Bylaws: MOTION

Superintendent

1. BP/AR 0420.4 Charter School Authorization
2. BP/AR 4218 - Dismissal/Suspension/Disciplinary Action
3. BB 9270 Conflict of Interest
4. BB 9320 Meetings and Notices

Educational Services

5. BP/AR 4030 Nondiscrimination in Employment
6. BP/AR 5113 - Absences and Excuses
7. AR 5131.41 - Use of Seclusion and Restraint
8. BP/AR 5144 – Discipline
9. BP/AR 5144.1 - Suspension and Expulsion/Due Process
10. AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)
11. BP/AR 6173 - Education for Homeless Children
12. BP/AR 6173.1 - Education for Foster Youth
13. BP 6177 - Summer Learning Programs

I. Public Comments for topics not on the agenda
Public comment is limited to three minutes or less, pending Board President's approval.

J. Pending Agenda Items

K. Adjournment

The next regular meeting of the GJUESD Board of Education: August 16, 2023

Board agenda materials are available for review at the address below. Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, to participate in the Board meeting should contact the Superintendent or designee in writing.

Lois Yount, District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
superintendent@galt.k12.ca.us



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: Closed Session
Presenter: Lois Yount	Action Item: Information Item: XX
<p>1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock</p> <ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees	



Revised February 9, 2022

Galt Joint Union Elementary School District
BOARD MEETING PROTOCOL

SESSION INTRODUCTION

1. The meeting is being recorded.
2. The meeting is open to the public.
3. The meeting is being broadcast live through Zoom teleconference.

PUBLIC COMMENT

1. Public comments are three minutes per agenda item.
2. The Board shall limit the total time for public comment for each agenda item to 20 minutes.
3. With Board consent, the Board President may increase or decrease the time allowed for public comment.
4. To make a public comment via Zoom teleconference, notify the board meeting assistant through the chatbox feature in Zoom (please include agenda item topic) or by using the raised hand feature in Zoom during the agenda item to be addressed. You will be identified by your Display Name in Zoom when called upon to speak.
5. To make a public comment in person, complete a public comment form indicating the item you would like to address and give it to the board meeting assistant.

Email Public Comment

1. Public comments emailed to superintendent@galt.k12.ca.us 24 hours before the board meeting will be posted to the GJUESD website with the agenda.
2. Email public comment is limited to 450 words.

BOARD VOTE AND CONNECTIVITY

1. Each motion will be followed by a roll call vote for action items.
2. Should a board member attend the meeting remotely and lose connectivity by teleconference or phone, the meeting will be delayed five minutes.

REGULAR BOARD MEETINGS SHALL BE ADJOURNED BY 10:30 P.M.





Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: Recognition
Presenter: Lois Yount	Action Item: Information Item: XX

Ms. Whitlock is retiring after serving as an educational leader in the District for 31 years. She has served as a teacher, bilingual resource, principal, coordinator and director. Ms. Whitlock has been instrumental in supporting Fairsite Preschool and Readiness Center, bilingual education, services for English learners and multiple grants over the years. Her dedication and compassion to families and students is commendable.



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: Reports
Presenter: Lois Yount	Action Item: Information Item: XX

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

1. Spring District Assessment Data
 - District Reading Assessment (DRA)
 - Measures of Academic Progress (MAP)

2. CA School Dashboard Local Performance Indicators 2022-23

3. 2022-23 Fairsite State Preschool Program Self-Evaluation

4. Summer Services
 - Summer School & Extended Year
 - Galt Expanded Learning (GEL) Program [Expanded Learning Opportunities Program]
 - Food & Nutrition

LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

1. Robert L. McCaffrey Middle School Shade Structure

OTHER REPORTS

1. California School Boards Association (CSBA) Annual Education Conference (AEC) 2023

2. Review of April 19, 2023, Overview of Funding School Facilities Report from Government Financial Services, Joint Powers Authority



LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in a variety of learning environments.

1. Spring District Assessment Data

Claudia Del Toro-Anguiano, Curriculum Director

- District Reading Assessment (DRA)
- Measures of Academic Progress (MAP)

2. CA School Dashboard Local Performance Indicators 2022-23

Claudia Del Toro-Anguiano, Curriculum Director

3. 2022-23 Fairsite State Preschool Program Self-Evaluation

Kuljeet Nijjar, Administrator

4. Summer Services

Donna Mayo-Whitlock, Educational Services Director and Nicole Lorenz, Chief Business Official

- Summer School & Extended Year
- Galt Expanded Learning (GEL) Program [Expanded Learning Opportunities Program]
- Food & Nutrition

Board Meeting June 2023

District Reading Assessments (DRA) End of the Year Results, June 2023

The District Reading Assessment (DRA) is a foundational skills reading test which includes phonological awareness, reading fluency and reading accuracy. The results assist with the identification of specific reading skills mastered as well as reading skills that may require additional analysis.

LCAP Goal 1: DRA results to increase by 10% each year

The data below represents the percent of K-3 students who met all the end of the year benchmarks:

	Spring '22	Spring '23	Target Met
District	54%	66%	Yes
Marengo Ranch	62%	69%	No
River Oaks	56%	61%	No
Valley Oaks	59%	74%	Yes
Lake Canyon	50%	65%	Yes
Greer	48%	65%	Yes

Cohorts	Spring '22	Spring '23	Target Met
Kinder	61%	73%	
First	53%	63%	Yes
Second	53%	62%	No
Third	58%	70%	Yes

Measures of Academic Progress (MAP) End of the Year Results, June 2023

The data below reflects the percentage of first and second grade students who reached the 60th target percentile in reading and math. Students who reach the target percentile have a greater probability of meeting or exceeding expected performance levels on both local and state assessments.

LCAP Goal 1: MAP results to increase by 5% each year:

	Spring '22 Math	Spring '23 Math	Target Met	Spring '22 Reading	Spring '23 Reading	Target Met
District	41%	47%	Yes	34%	43%	Yes
Marengo Ranch	35%	64%	Yes	40%	50%	Yes
River Oaks	47%	35%	No	57%	51%	No
Valley Oaks	31%	37%	Yes	29%	27%	No
Lake Canyon	46%	48%	No	37%	41%	No
Greer	37%	53%	Yes	43%	47%	No



Board Meeting

June 2023

Local Performance Indicator Self-Reflection Report, 2022-23

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards now require an LEA to:

- annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority
- report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board in conjunction with the adoption of the Local Control and Accountability Plan (LCAP)
- report results to the public utilizing the SBE-adopted self-reflection tools for each local indicator

Below are the overall performance levels for each local indicator:

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Ranking: MET

Priority 2: Implementation of State Academic Standards

Ranking: MET

Priority 3: Parent and Family Engagement

Ranking: MET

Priority 6: School Climate

Ranking: MET

Priority 7: Access to a Broad Course of Study

Ranking MET

The completion of this report for each of the local indicators and by reporting the district's findings to the governing board and the public, **GJUESD** is considered to have **Met The Standards** set by the California Department of Education for these local indicators.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	1	0.005

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	6

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

The optional self-reflection tool (Option 2) was completed for LCFF Priority 2.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

2023 CalSCHLS Parent Survey
Percentage responding "STRONGLY AGREE"

Elementary parent responses: 389
Middle School parent responses: 96

- Indicators on the CalSCHLS survey identified the following areas of strength:

Elementary School goal = 50%

This school...

- Is a safe place for my child = 45%
- Has adults who really care about students = 49%
- Motivates students to learn = 47%
- Treats all students with respect = 50%
- Makes parents feel welcome to participate = 46%

Middle School Goal = 80%

This school...

- Has parental involvement = 40%
- Has teachers responsive to child's social & emotional needs = 60%
- Provides parents with resources to support my child's social & emotional needs = 45%

Current strengths district- wide in the area of Building Relationships Between School Staff and Families include:

- Every school has a Social Worker or Counselor that perform daily outreach to students and families.
- Bilingual Community Outreach Assistants have coordinated monthly parent meetings, provided technology support and training and supported communication at all schools
- Every school site includes bilingual office staff to welcome families upon arrival to the office.
- Grades PreK-8 meet with parents for individual conferences one or more times per year.
- All communications are sent home in both English and Spanish. Interpreters are provided at all parent meetings.
- The District website is available in multiple languages.
- The District supports the funding of a full time School Resource Officer dedicated to its schools. The resource officer promotes safe positive safe school environment; meeting with parents and students.
- Bilingual Community Outreach Assistants are available at each school to support great family engagement and increase two-way communication between teachers and parents.
- Family engagement activities are implemented at all sites: School Picnics, Literacy Nights, Science Nights, Math Nights, Back-to School Nights, Open House, Fall Festivals, Movie Nights, Color Runs, etc.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The focus area for the District to improve is to continue developing staff capacity to learn about each family's strengths, cultures, languages and goals for their children. Strengths-based practices, goal setting with students and families, and building a positive school climate will continue to be strengthened at each school site.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement of underrepresented families in Building Relationships Between School Staff and Families, the District will continue to improve the outreach to families by

- utilizing bilingual community outreach assistants and a bilingual coordinator to provide interpretation and translation at parent meetings/events
- have an outreach table at school and community events
- making personal phone calls to families for attendance at parent advisory committee meetings
- maintain the School Readiness parent center at Fairsite with resources and services
- provide parent education classes in English and Spanish: nutrition series, english classes, wellness groups

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Current strengths district-wide in the area of Building Partnerships for Student Outcomes include:

- ParentVUE in the District's student information system for parents to have daily access to student progress.
- Technology trainings and live tech support for students and parents.
- Parent Advisory Committees at the site and district levels (ELAC/DELAC, DAC, Migrant PAC, Special Education PAC, Preschool Advisory).
- The examination of state and local data are presented at the site and district stakeholder meetings.
- Bilingual Community Outreach Assistant on staff to strengthen services for our migrant families

1. Indicators on the CalSCHLS survey identified the following areas of strength:

Supports student learning environment:
Elementary: 43%

Is a safe place for my child.
Elementary: 45%

Has adults who really care about students.
Elementary: 49%

Communicates with parents about school.
Elementary: 53%

Treats all students with respect.
Elementary: 50%

2. Areas to improve at Middle School:

Supports student learning environment:
Middle: 13%

Is a safe place for my child.
Middle: 6%

Has adults who really care about students.
Middle: 11%

Communicates with parents about school.

Middle: 22%

Treats all students with respect.

Middle: 19%

Indicators on the CalSCHLS survey identified the following areas of improvement needed:

- Served on a school committee "No" 95%
- School communicates the importance of respecting different cultural beliefs and practices. 68%
- School provides instructional materials that reflect my child's culture, ethnicity, and identity. 57%

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The focus area for the District to improve is to continue developing staff capacity by providing additional professional learning to teachers and principals to improve their schools' capacity to partner with families. The role of the bilingual community outreach assistants and social workers is being expanded to provide support to families afterschool, into the evenings and through home visits.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve engagement of underrepresented families in Building Partnerships for Student Outcomes, the District will continue to improve the outreach to families by

- utilizing bilingual community outreach assistants and a bilingual coordinator to provide interpretation and translation at parent meetings/events
- maintain the School Readiness parent center at Fairsite with resources and services
- provide English classes for parent who are learning English
- increase attendance at parent advisory committee meetings

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5

Seeking Input	1	2	3	4	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Indicators on the CalSCHLS survey identified the following areas of strength:

- School encourages me to be an active partner with the school in educating my child. 85%

Indicators on the CalSCHLS survey identified the following areas of improvement needed:

- School actively seeks the input of parents before making important decisions. 69%

Current strengths in the area of Seeking Input for Decision Making include:

- Numerous Stakeholder Feedback sessions annually provide direction and feedback for the district to incorporate into the LCAP; sessions are presented in English and Spanish.
- Numerous parent advisory groups include: District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Listening Circles, School Site Council (SSC), English Learner Advisory Committee.

(ELAC), Special Education Parent Advisory Committee(PAC). Parents actively play a role in the decision-making process at the site and district levels. The groups include information shared in English and Spanish.

- Principals and teachers attend the District Advisory Committee meetings with parent representatives from each site.
- LCAP progress updates and the examination of state and local data are included in quarterly District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings.
- The annual CalSCHLS survey is conducted with families to provide feedback in the following areas: Parent engagement, Communication, Facilities and School Safety.
- Principals actively work alongside their Parent Clubs at each site to plan, design and implement a wide variety of family engagement activities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The focus area for the District to improve is to continue encouraging school district administration to engage more families to provide input on policies and site decision-making processes. Increasing the number of families that participate in the English Learner Advisory Committees at schools will provide parents a greater voice. Increasing the informal parent- principal meetings or special school-wide events will also keep parents better informed and more able to participate in the decision making process. Articulation of Academic Parent Teacher Teams (APTT) strategies beyond PreKindergarten can strengthen this focus area.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve engagement of underrepresented families in Seeking Input for Decision-Making, the District will continue to improve the outreach to families by

- utilizing bilingual community outreach assistants and a bilingual coordinator to provide interpretation and translation at parent meetings/events
- maintain the School Readiness parent center at Fairsite with resources and services
- provide English classes for parent who are learning English
- increase attendance at parent advisory committee meetings
- Offer virtual meeting options to families

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The California Healthy Kids Survey (CHKS) was administered annually over the last three years to 5th-8th grade students.

The survey results are providing us with great insight into areas of strength and areas that we need to strengthen. The results from the CHKS demonstrate that children are very resilient.

2023 CalSCHLS Data:

Percentage of students that participated in the survey:

Grades 5- 6 = 459 , Grades 7- 8 = 492

Percentage responding "YES, MOST OR ALL OF THE TIME"

Students feel connected to school:

Grade 5 = 73%, Grade 6 = 67%, Grade 7 = 51%, Grade 8 = 52%

Students are academically motivated: Grade 5 = 86%, Grade 6 = 80%, Grade 7 = 61%, Grade 8 = 62%

Students have a caring adult in school: Grade 5 = 69%, Grade 6 = 68%, Grade 7 = 53%, Grade 8 = 59%

Students have social and emotional learning supports:

Grade 5 = 73%, Grade 6 = 73%, Grade 7 = 49%, Grade 8 = 49%

My school has an anti-bullying climate: Grade 5 = 74%, Grade 6 = 73%, Grade 7 = 34%, Grade 8 = 36%

I feel safe at school:

Grade 5 = 81%, Grade 6 = 68%, Grade 7 = 44%, Grade 8 = 66%

Cyberbullying is a problem:

Grade 5 = 16%, Grade 6 = 24%, Grade 7 = 32%, Grade 8 = 30%

District Strengths Based on the Student Survey Data

5th-6th Grades

1. Academic motivation
2. High expectations- adults in school
3. Facilities upkeep
4. Parent involvement in schooling
5. Social and emotional learning supports
6. Anti-bullying climate
7. Feel safe at school
8. Rule clarity
9. Students treated with respect

7th-8th Grades

1. High expectations-adults in school
2. Academic motivation
3. Clarity of rules
4. Positive student learning environment
5. Caring adult relationships

Some areas of concern that are being addressed through LCAP actions and services:

- 32% of 7th and 26% of 8th grade students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only 22% of middle school students reported "meaningful participation" pretty much or very much true.

Informing LCAP Development:

CalSCHLS Survey results, feedback from multiple stakeholder groups and the recent district assessment data have contributed greatly in the development of the 21-22 through 23-24 LCAP. This ongoing analysis and reflection of successes and challenges shaped the two broad goals proposed in the new LCAP:

- Engaging learners in PreK-8 through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments.
- Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe learning environments.

All Metrics on the District LCAP were developed to measure the growth towards meeting the two broad goals.

All proposed actions and services were developed to address the understanding that "Learning is social, emotional and academic".

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Galt Joint Union Elementary School District (GJUESD) tracks progress in meeting Priority 7 standards by undertaking a review of course offerings and class schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. The district uses enrollment reports to identify areas of disproportionality in course access in the area of mathematics. GJUESD also utilizes the Williams review as a process to ensure that all students have access to and are enrolled in a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

For the 2022 - 2023 year, 100% of GJUESD students had full access to a broad course of studies. Elementary students had access to additional courses, such as visual and performing arts as well as all secondary students (Grades 7 -8) had access to a broad course of studies within their school offerings which included AVID, choir, band, piano lab, technology and after school plays. In reviewing data reports of enrollment in exploratories, the district has found that ELs in Grades 7-8 do not have access to exploratories since they are enrolled in ELD. Additional research is needed to ensure that all ELs have access to exploratory classes during the school day.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

No barriers have been identified at this time to providing access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

GJUESD has implemented a broad course of study through the implementation of the Common Core State Standards in multiple subject areas including world language. For the first time, middle school students in Grades 7-8 have access to Spanish courses. Continued efforts to increase access to CTE courses in middle school will be reflected in the coming years. For the coming year, an expansion of the AVID program will be available to students in Grades 4-6 at one school as a pilot program. The goal is to increase access to AVID at all schools. GJUESD has provided learning opportunities that result in increased academic achievement; ensures quality classroom instruction for all students including support systems that meets the needs of targeted populations; and supports closing the achievement gap for certain groups of students

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					

Coordinating Instruction	1	2	3	4	5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Fairsite Fireflies



Fairsite Elementary and Early Learning Center

**California State Preschool Program
Self Review SY 2022-2023**



Fairsite Mission Statement



Fairsite Elementary and School Readiness Center prepares our students and families to be Kindergarten-ready. Kinder Ready students are confident learners, are comfortable in a classroom setting, and have developed and demonstrated the following developmentally appropriate competencies:

Academic: literacy, math, social studies and science skills;

Language: expressive and receptive oral language skills, including communicating needs; asking and answering questions; vocabulary knowledge, including academic language; and listening comprehension;

Social: ability to focus on and respond to instruction, communicate clearly, engage and get along with peers, demonstrate age-appropriate problem-solving skills, and be prepared to learn;

Emotional: ability to identify and express feelings, act independently, and demonstrate appropriate behavior; and,

Physical: display age appropriate gross and fine motor skills

Funding Sources....

California State Preschool Program

Migrant Education

James B. McClatchy Foundation

Raising Quality Together

Supplemental/Concentration

Title I



Our staff.....



Our students.....

4 year old program: 88

3 year old program: 50

SDC Program: 26

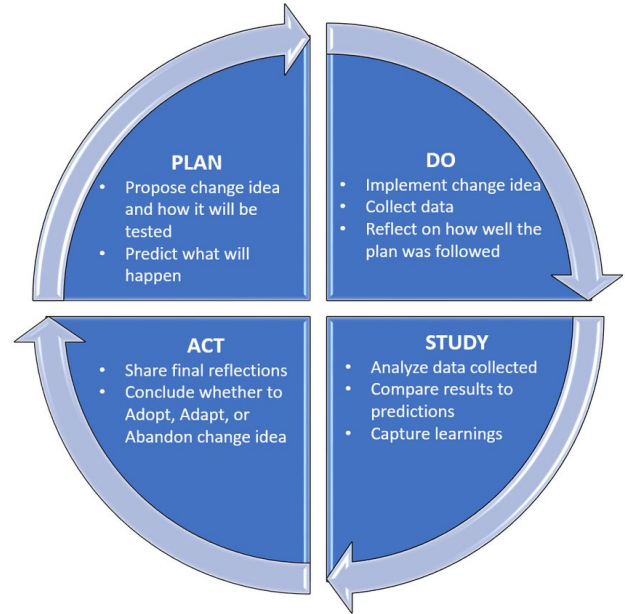
Home Transport Speech Services: 39

Home Visiting Program: 40 Families/Students



Cycle of continuous improvement....

- Desired Results for Developmental Profile
- Early Childhood Environmental Rating Scales
- Preschool Parent Survey
- Trimester Benchmark assessments



Celebrations.....



- Color Recognition, Shape Recognition, Pattern Creation, Name Writing (District Benchmarks)
- Social Emotional Development (Desired Results Developmental Profile)
- Interactions Among Children, Child-Teacher Interactions, Supervision of gross motor activities. (Early Childhood Environmental Rating Scales)



Areas for continued growth and improvement.....

- Communication (Parent Survey Results)
- Learning Activities. (Early Childhood Environment Rating Scales)
- Cognitive Math: (Desired Results Developmental Profile)



Questions.....



Board Meeting

June 2023

2023 SUMMER SERVICES



Schedule:

Summer School & ESY

June 5-June 30 (*no class 6/19*)

7:30-12:00 M-F

Galt Expanded Learning (GEL)

June 5-July 26 (*no class 6/19, 7/3-4*)

7:30-4:30 M-F

Staffing:

- ESY Coordinator: Gina Fuentes
- Summer School Coordinator: Leah Wheeler
- Expanded Learning Coordinator: Lori Jones
- Teachers - 40
- Classified Staff - 59
- School Nurse- 1

Projected Student totals:

- Summer School/ESY: 586 students
- GEL: 441 students

2023 Student Projections: Summer School/GEL Numbers				
Site	Gen Ed.	SPED	SCOE	GEL
GES	256	11	7	122
RO	161	60	0	105
FS	51	20	5	33
MMS		27		43
LC				67
MRE				71



GALT ELEMENTARY SCHOOL DISTRICT FREE SUMMER MEALS

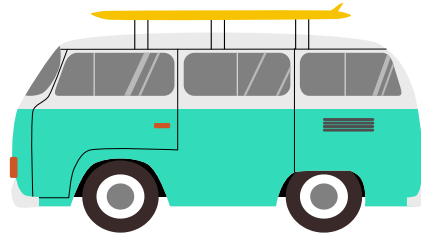


Breakfast & Lunch

Monday- Friday

Located at Fairsite Elementary

902 Caroline Avenue



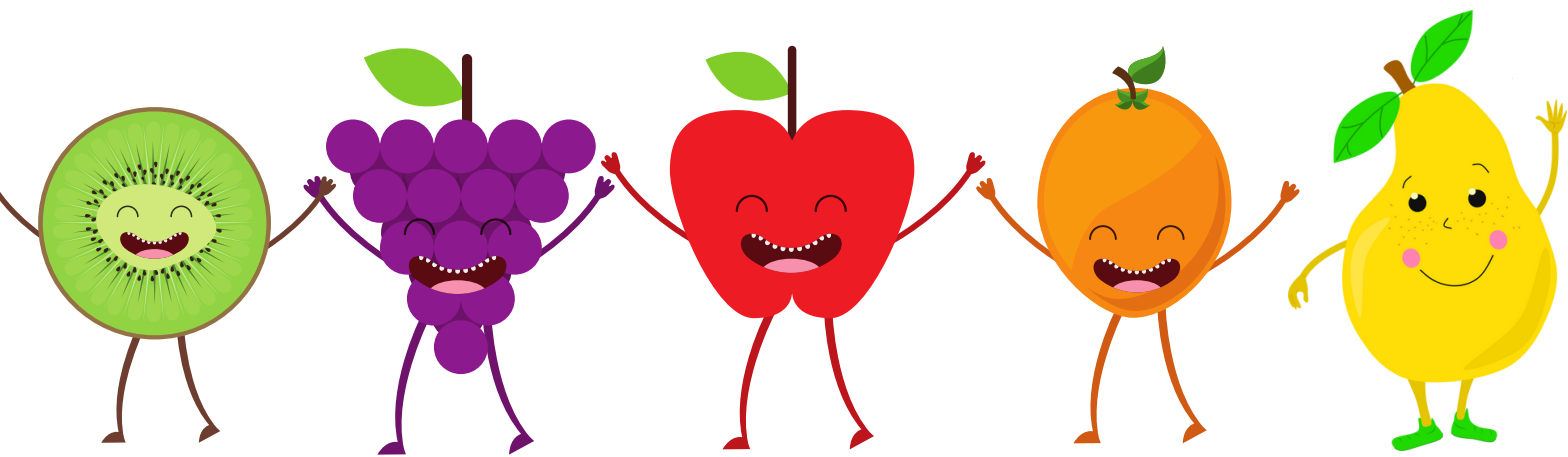
June 5th-August 4th 2023

Breakfast served 7:30am-8:00am

Lunch Served 11:00am-11:30am

*closed 6/19 & 7/3, 7/4

Meals available to children in the community
18 years and younger. All meals must be consumed on
site. Children may take a single piece of fruit from
the meal to finish later.





LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments

1. Robert L. McCaffrey Middle School Shade Structure

Lois Yount, Superintendent

The shade structure and bleachers are now ready to use at the McCaffrey Middle School track area. The shade structure is 105 feet long with three sets of aluminum bleachers.

- Approximate cost was \$200,000.
- Funding source: One-time federal Elementary and Secondary School Emergency Relief (ESSER) Funds.







OTHER REPORTS

OTHER REPORTS

- 1. California School Boards Association (CSBA) Annual Education Conference (AEC) 2023**
Lois Yount, Superintendent

- 2. Review of April 19, 2023, Overview of Funding School Facilities Report from Government Financial Services, Joint Powers Authority**
Lois Yount, Superintendent

AEC 2023

NOV. 30 – DEC. 2 | SAN FRANCISCO

REGISTRATION

The Annual Education Conference and Trade Show pricing is listed below. You must be a CSBA Member to receive the member rate. Registration will open on **Tuesday, June 6, 2023, at 8 a.m. (PDT)**.

REGISTRATION RATES	
Early Registration (June 6 – August 15)	\$750
Regular Registration (August 16 – November 14)	\$810
Late Registration (November 15 – Onsite)	\$910

PROGRAM

NOV. 30 - DEC. 2, SAN FRANCISCO MOSCONE WEST CENTER

Join us to celebrate more than 90 years of continued commitment to student achievement and learning at the most robust professional development event you'll participate in this year. Invest in your students and schools by attending the Annual Education Conference and Trade Show, where you'll network with colleagues from across the state, share insights, and explore ways to raise student achievement levels.

PRE-CONFERENCE ACTIVITIES

WEDNESDAY, NOV. 29

7:00 a.m. — 6:00 p.m.

Registration

8:30 a.m. — 3:45 p.m.

Executive Assistant One-Day Program

8:30 a.m. — 3:50 p.m.

Legal Symposium for Experienced Board Members

8:30 a.m. — 4:00 p.m.

Student Board Member One-Day Program

8:30 a.m. — 4:30 p.m.

Orientation for New Trustees

8:30 a.m. — 4:30 p.m.

Experienced Board Members – Advanced Governance Team Leadership

8:30 a.m. — 5:00 p.m.

Board Presidents Workshop

9:00 a.m. — 11:30 a.m.

California School Board Ethics Training Course (A.M.)

2:00 — 4:30 p.m.

California School Board Ethics Training Course (P.M.)

4:00 — 5:00 p.m.

Executive Assistant Program: Reception

4:00 — 5:00 p.m.

Student Board Member Program: Ice Cream Social

CONFERENCE DAY 1 THURSDAY, NOV. 30

7:00 a.m. — 6:00 p.m.

Registration

9:00 — 11:00 a.m.

First General Session

11:00 a.m. — 5:30 p.m.

Trade Show Floor

11:15 — 11:45 a.m.

Book Signing

11:15 a.m. — 12:00 p.m.

Table Talks

11:15 — 12:20 p.m.

Concurrent Breakout Sessions

12:45 — 1:45 p.m.

Meal Functions

2:15 — 3:20 p.m.

Concurrent Breakout Sessions

3:40 — 4:45 p.m.

Concurrent Breakout Sessions

4:30 — 5:15 p.m.

Table Talks

5:00 — 7:30 p.m.

CSBA Golden Bell Awards Reception and Ceremony

CONFERENCE DAY 2 FRIDAY, DEC. 1

7:00 a.m. — 5:00 p.m.

Registration

7:00 — 8:30 a.m.

Meal Functions

8:00 a.m. — 3:30 p.m.

Trade Show Floor

9:00 — 10:05 a.m.

Concurrent Breakout Sessions

9:30 — 10:15 a.m.

Table Talks

10:25 — 11:30 a.m.

Concurrent Breakout Sessions

10:30 — 11:15 a.m.

Table Talks

12:15 — 1:30 p.m.
Meal Functions
2:00 — 3:30 p.m.
Second General Session
3:45 — 4:50 p.m.
Concurrent Breakout Sessions

CONFERENCE DAY 3 SATURDAY, DEC. 2

7:00 — 9:00 a.m.
Registration
9:00 — 10:05 a.m.
Concurrent Breakout Sessions
10:30 a.m. — 12:00 p.m.
Third General Session | Mark C. Perna
12:15 — 12:45 p.m.
Book Signing

HOUSING

HOTEL INFORMATION

CSBA is pleased to announce that we have negotiated incredible rates at these amazing hotels and are passing the savings on to you.

The Hilton San Francisco Union Square is the official Headquarter Hotel for AEC this year! This hotel will serve as host for the Delegate Assembly, Golden Bell Awards, and meal functions unless otherwise noted.

Parc55 is located closest to the Headquarters Hotel. Intercontinental and Marriott Marquis are located closest to San Francisco Moscone West Center. The room rates for the hotels are as follows:

HOTEL PRICING

Hilton Union Square	\$279 (Single or Double)
Parc55	\$279 (Single or Double)
Intercontinental	\$289 (Single or Double)
Marriott Marquis	\$315 (Single or Double)

HOUSING POLICIES

All hotel reservations require a credit card guarantee. The hotel requires a cancellation notice 72 hours prior to the reservation date to avoid a cancellation penalty. Failure to arrive on your scheduled arrival date will result in a penalty equal to one (1) night's room and tax. In addition, your reservation will be canceled in its entirety. Penalties for early departure are enforced and vary by hotel. Make sure to verify your departure date with your hotel upon check-in. The hotel may charge a one (1) night's room and tax deposit upon receipt of the rooming list, on or after **Friday, November 10, 2023**.

All hotel rooms confirmed in your group block must have names assigned no later than **Tuesday, August 15, 2023, at 3:00 p.m. (PDT)** (with the exception of any pending reservations within your block). Your District/COE is allowed to hold a maximum of two (2) pending reservations until the housing deadline, **Tuesday, November 7, 2023, at 3:00 p.m. (PDT)**.

Prior to the housing deadline of **Tuesday, November 7, 2023, at 3:00 p.m. (PDT)** you may make any changes to your reservation online, or via email at csba@maritz.com. Please contact your hotel directly, on or after **Friday, November 10, 2023**, to make changes.

2023 SPEAKER(S)

MARK C. PERNA

Mark C. Perna is the founder and CEO of TFS Results, a full-service strategic consulting firm at the forefront of the national paradigm shift in education and workforce development. As an international expert on the millennial and Z generations, Mark has devoted his career to empowering educators and employers to unleash the tremendous potential of today's young people. After successfully parenting two millennials as a single father, Mark has become a passionate advocate for bridging the generational divides that are contributing to America's skills gap. As the founder of the Education with Purpose & Employment with Passion movement, Mark's mission is to connect the pipelines between education, employment, and economic development in communities everywhere. Parents, educators, employers, and national organizations across North America have successfully used Mark's strategies, including the Career Tree® strategy, to connect more effectively with the younger generations. A dynamic and motivational public speaker, Mark today delivers over 70 keynote speeches annually at national and statewide events, where he frequently brings audiences to their feet. He has also spoken at Harvard University by special invitation. At TFS Results, Mark heads an energetic team of talented professionals who share his vision of making a bigger difference in education and workforce development. TFS Results partners with schools, districts, businesses, and state organizations of all sizes nationwide to help them experience significant gains in enrollment, engagement, retention, and performance. Mark also serves on the Advisory Council for the Coalition for Career Development in Washington, DC. Mark is a weekly contributor at Forbes.com, where his work reaches an audience of more than 3.3 million. He interviews frequently on radio shows, television, and podcasts, and hosts the 90-second Perna Syndicate podcast every weekday with listeners in more than 60 countries. Mark's bestseller, *Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations*, was written to help educators, employers, and parents understand and motivate the millennial and Z generations. *Answering Why* has won eight national book awards, including the Nautilus Award which is given to books thought to make a positive difference in the world. Find out more about Mark and his work at MarkCPerna.com.

Galt Joint Union Elementary School District

Overview of Funding School Facilities



April 19, 2023
Presented by Lori Raineri

Agenda

- ◆ How Galt JUESD Has Been Funding Facilities
 - ▶ Review of Bond Measures
 - ▶ Review of CFD No. 1
- ◆ How to Raise Additional Funds for Facilities
- ◆ Next Steps



Funds for Facilities

- ◆ The District's primary facilities funds have recently come from four main sources:
 - ▶ Building Fund (Fund 21)
 - Measure W (Election of 2001)
 - Measure K (Election of 2016)
 - ▶ Capital Facilities Fund (Fund 25)
 - Building permit fees from developers
 - ▶ County School Facilities Fund (Fund 35)
 - State school facilities program
 - ▶ Capital Projects Fund for Blended Component Units (Fund 49)
 - Community Facilities District (CFD) No. 1
 - Originally formed 1991
 - Annexation in 1995
 - Administered by Galt Schools JPA



Brief Review of Bond Measures

- ◆ Measure W was approved by 71% of voters at a special election on October 23, 2001:

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MEASURE W**

Shall Galt Joint Union Elementary School District relieve overcrowding, improve education and increase student safety throughout the district by constructing an elementary and middle school on district owned land, by issuing \$9.24 million of bonds at interest rates within the legal limit, with citizen oversight, annual audits of expenditures and performance and no proceeds used for teacher or administrator salaries or other school operating expenses?

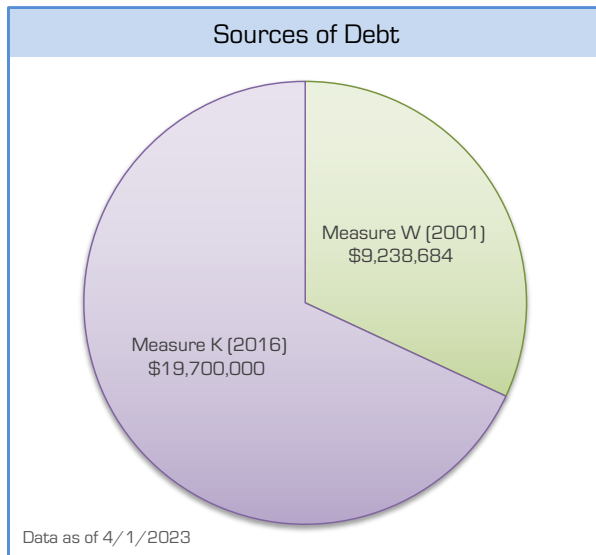
- ◆ Measure K was approved by 66% of voters at a general election on November 8, 2016:

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
MEASURE K**

K "To improve the quality of education for pre-kindergarten through eighth grade students shall Galt Joint Union Elementary School District be authorized to modernize and upgrade classrooms and school facilities for 21st Century learning; replace portables and leaky roofs; upgrade outdated electrical, heating/air conditioning and plumbing; make safety/security and technology classroom improvements, by issuing \$19,700,000 of bonds at legal interest rates, with independent citizens' oversight and audits, NO money for employee salaries, and all funds benefitting local schools?"

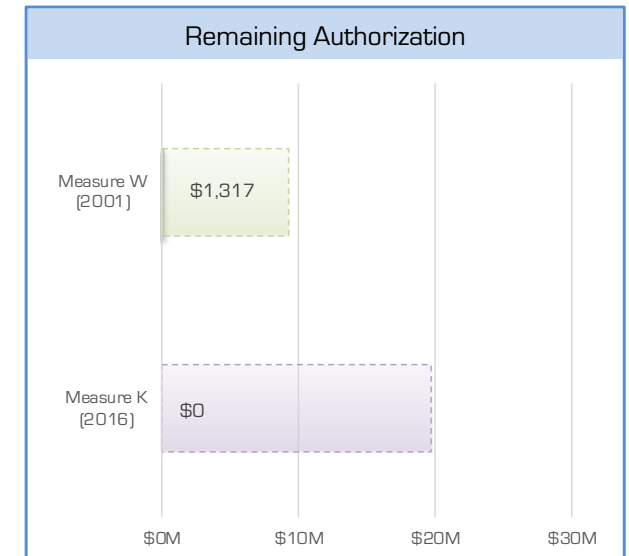
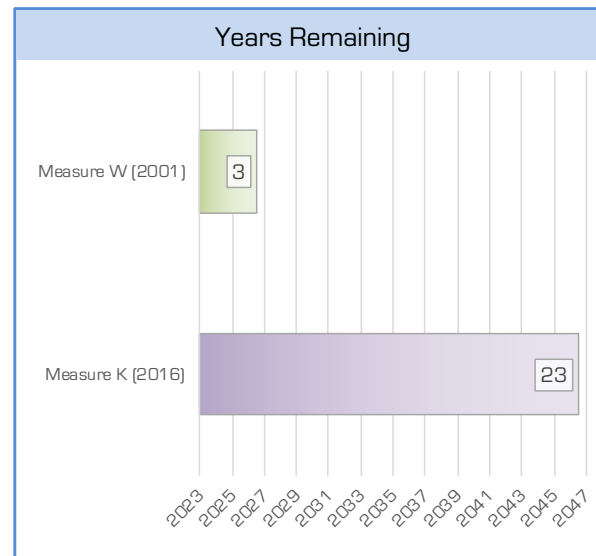
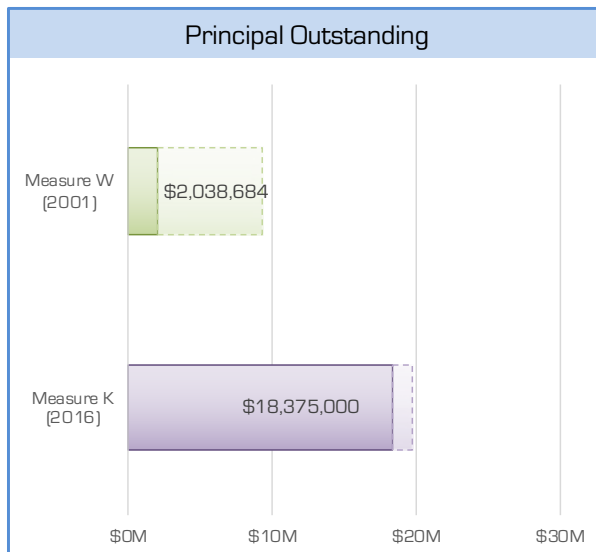
Note: information from Sacramento County Department of Voter Registration and Elections, Ed-Data, and Ballotpedia.

District's Current Debt Summary



◆ Measure W: full authorization of \$9.24 million of bonds was issued, with \$2.04 million remaining to be paid over 3 years.

◆ Measure K: full authorization of \$19.7 million of bonds was issued, with \$18.4 million remaining to be paid over 23 years.

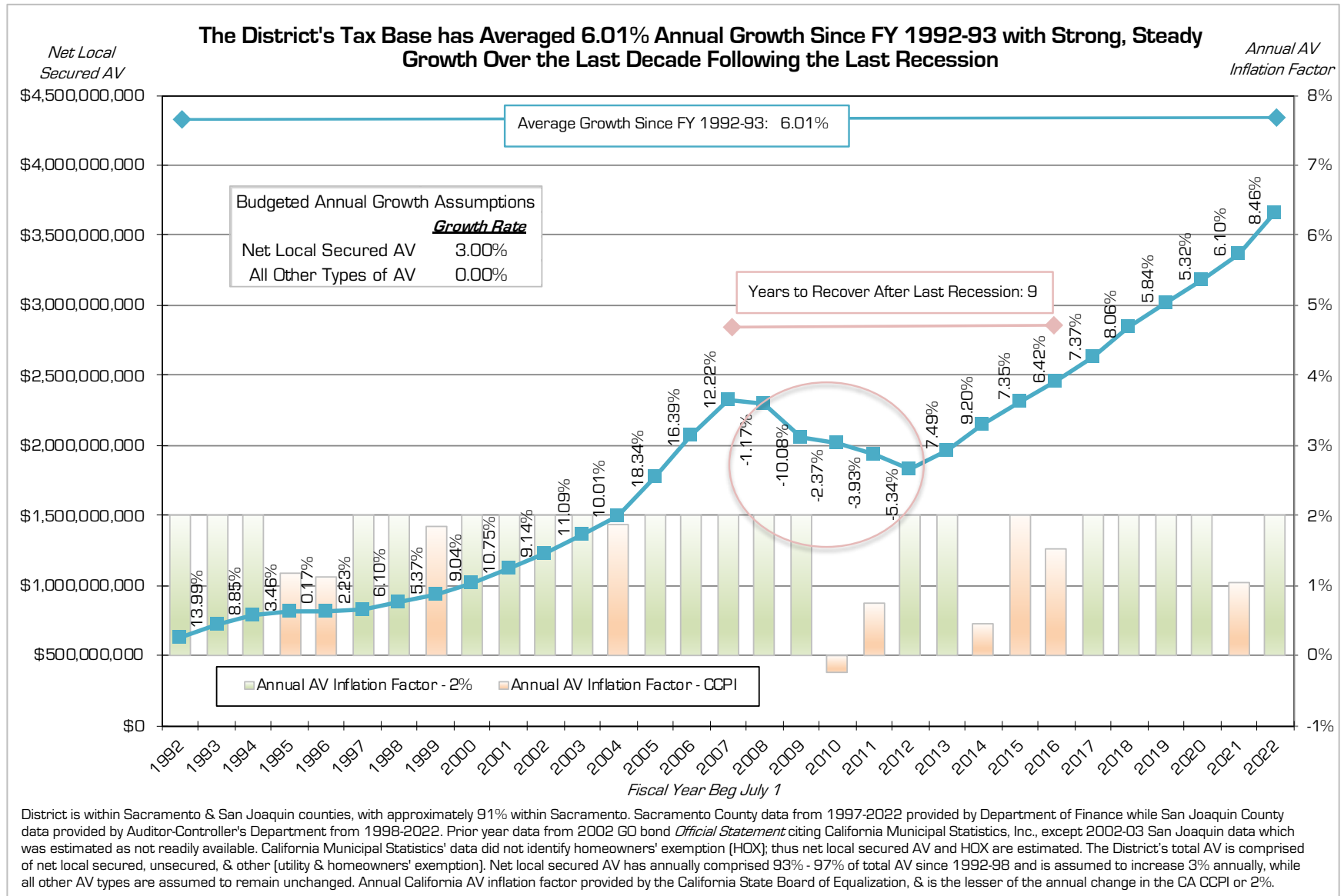


G.O. Bond Tax Rates

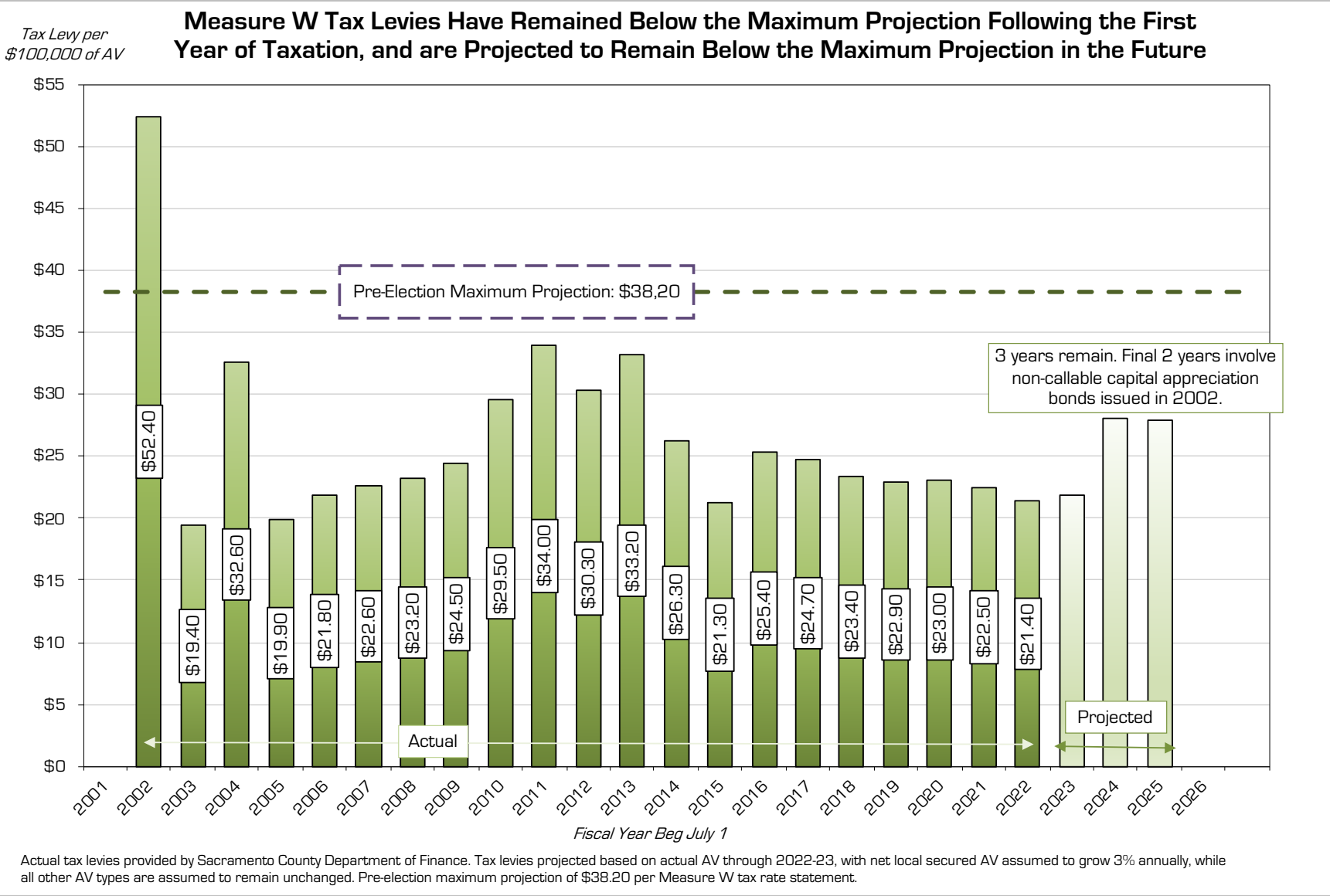
- ◆ Bond tax rate \approx debt service \div District's assessed value
- ◆ Each property in the District pays its pro rata share, based on its individual assessed value (not market value)



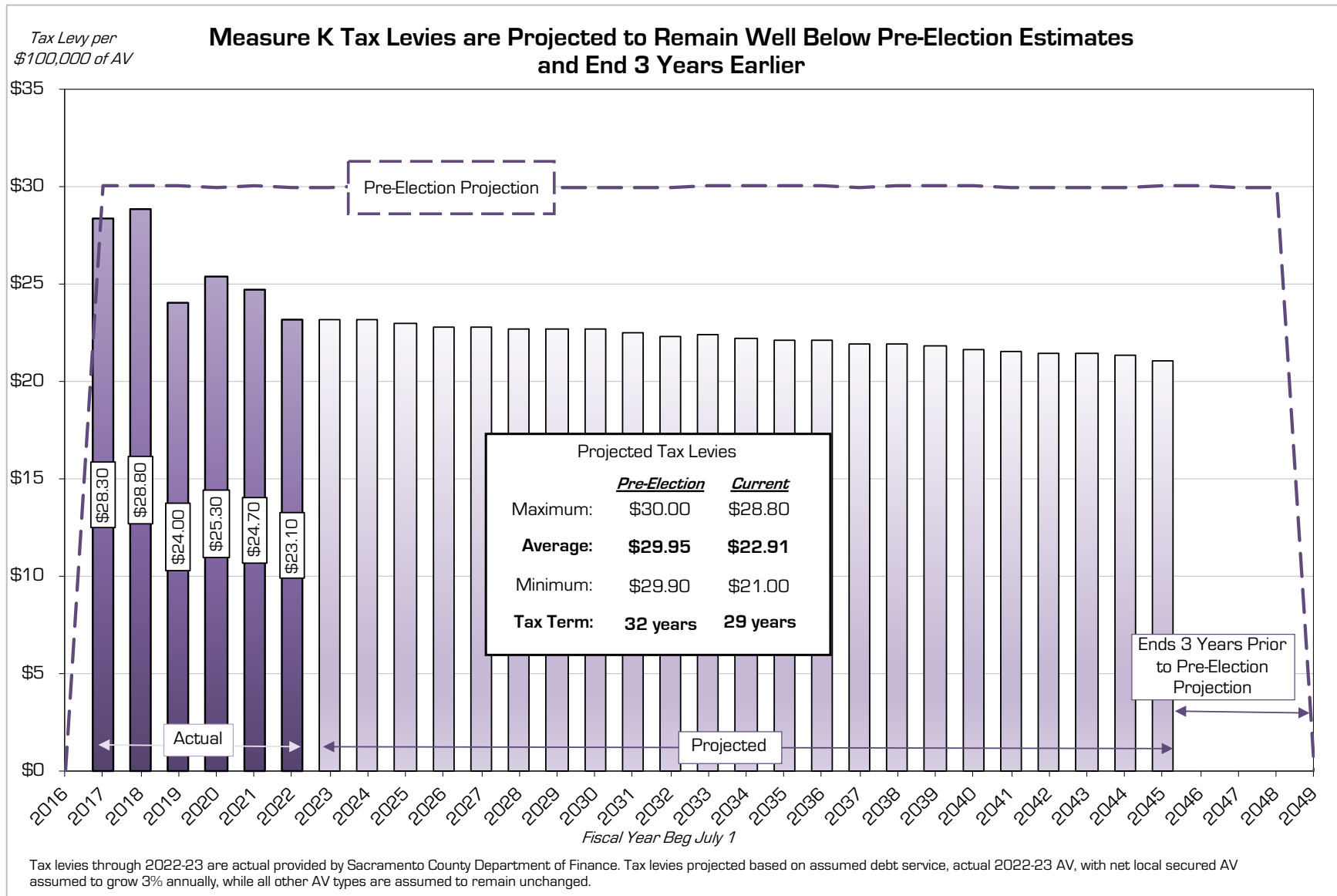
Assessed Value Growth Update



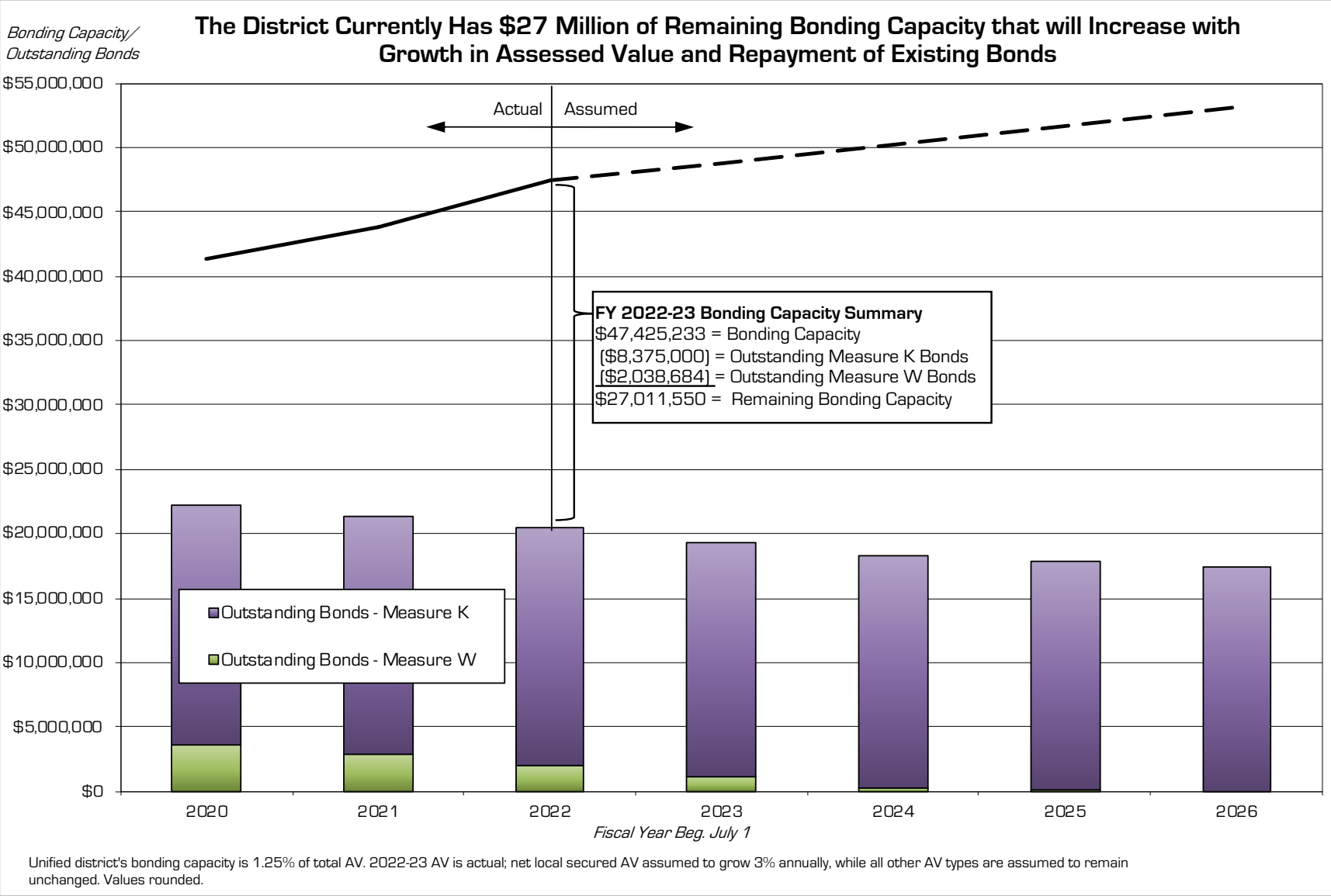
Measure W Tax Levies



Measure K Tax Levies



Outstanding Bonds Below Our Capacity



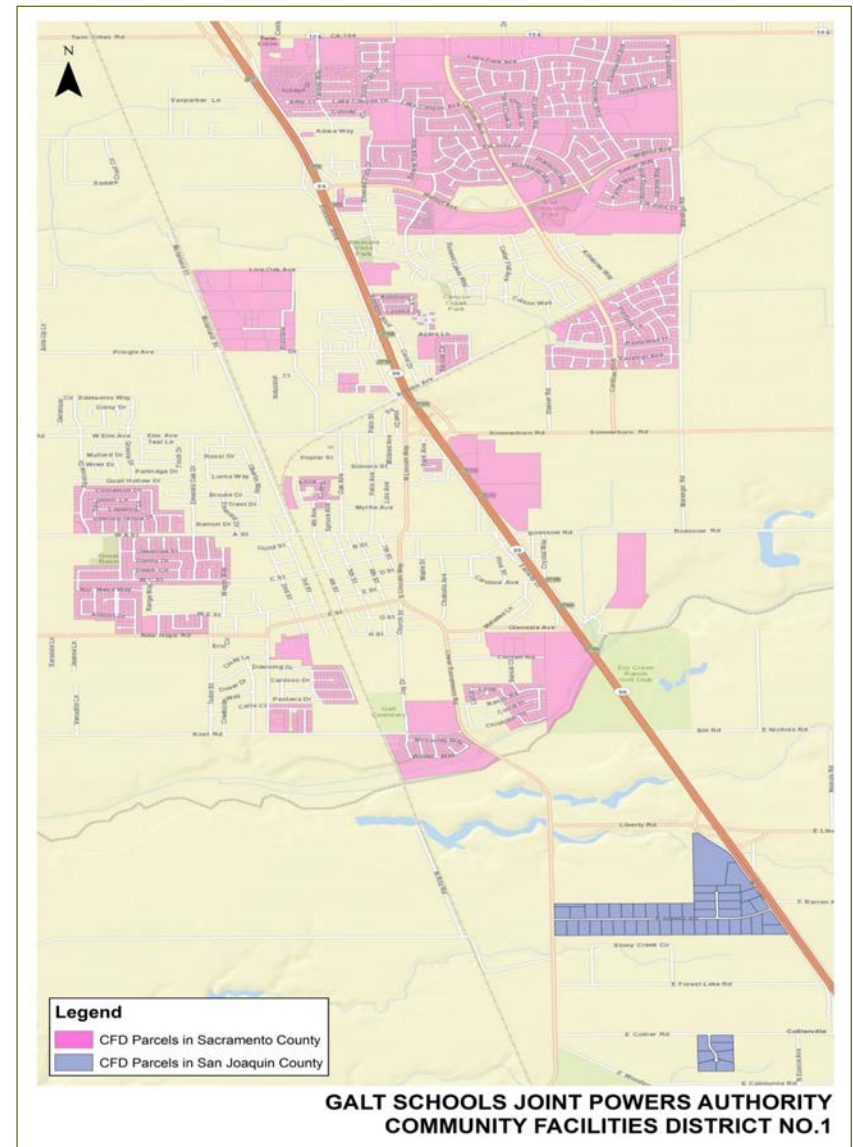
Agenda

- ✓ How Galt JUESD Has Been Funding Facilities
 - ✓ Review of Bond Measures
 - ▶ Review of CFD No. 1
- ◆ How to Raise Additional Funds for Facilities
- ◆ Next Steps



Brief Review of CFD No. 1

- ◆ Administered by Galt Schools JPA
 - ▶ Members are Galt Elementary and High school districts
- ◆ Approximately \$12 million of bonds were issued to help fund facilities projects for both school districts, at:
 - ▶ Marengo Ranch Elementary
 - ▶ Lake Canyon Elementary
 - ▶ McCaffrey Middle
 - ▶ Galt High
 - ▶ Liberty Ranch High



Note: map and facilities projects funded per SCI Consulting Group.

Current Status of CFD No. 1

- ◆ Facilities projects have been completed
- ◆ \$552,000 of bond principal remains to be paid
- ◆ Final bond payment is scheduled for November 1, 2023
- ◆ Galt Schools JPA and its CFD have fulfilled their purpose and are coming to an end



Agenda

- ✓ How Galt JUESD Has Been Funding Facilities
 - ✓ Review of Bond Measures
 - ✓ Review of CFD No. 1
- ◆ How to Raise Additional Funds for Facilities
- ◆ Next Steps



How to Raise Additional Funds

◆ Traditional sources of school facilities funds:

▶ State of California

- State school construction program
 - Potential 2024 State bond measure
 - Local matching funds required

▶ New Development

- Developer fees are slowing down

▶ Local community

- Voter approved bond measure



Overview of Bond Measure Options

◆ Community Facilities District Bonds

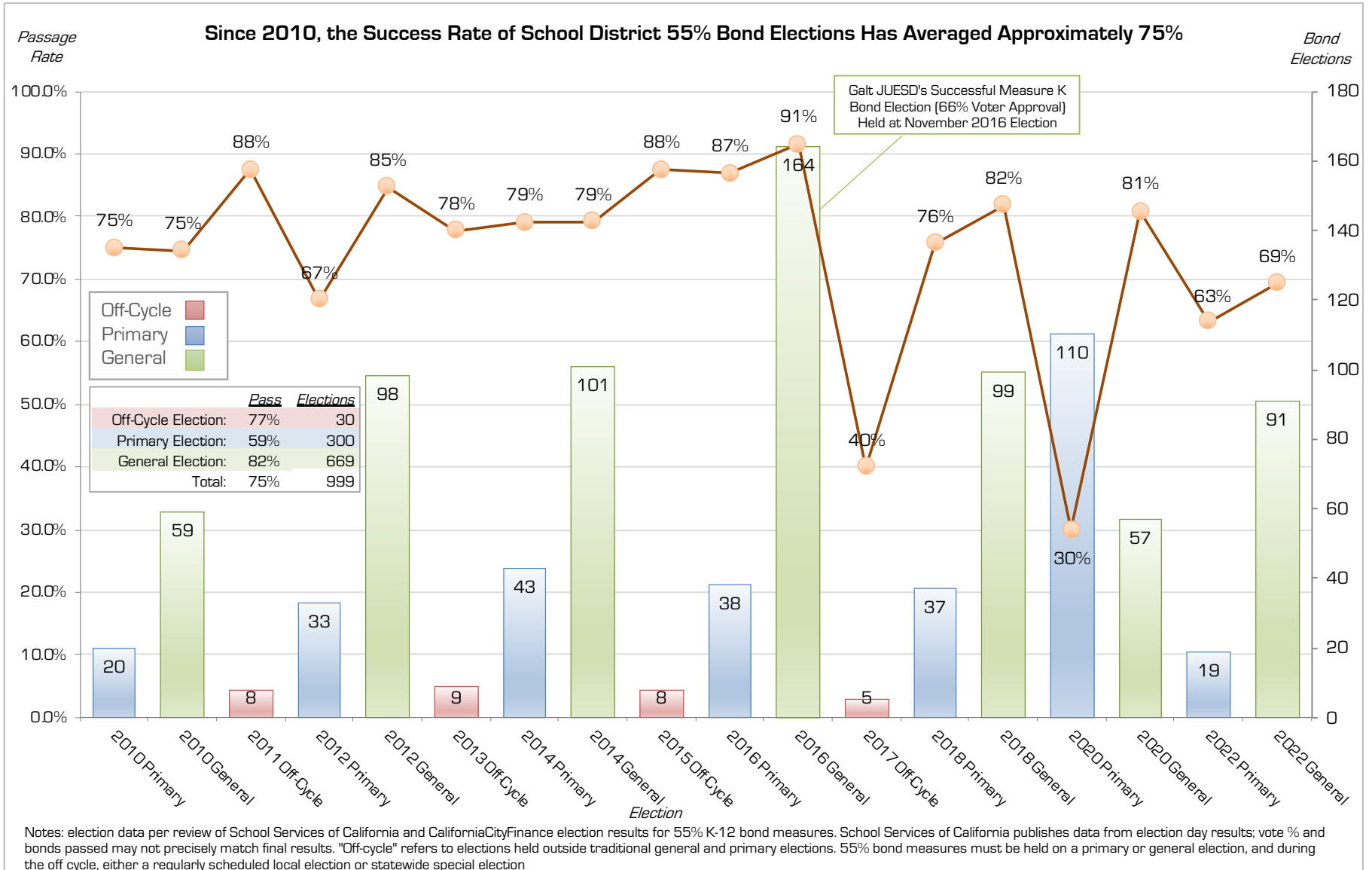
- ▶ Requires 2/3 voter approval
- ▶ Typically initiated by housing developer/landowner
- ▶ Boundaries are around the development

◆ General Obligation Bonds

- ▶ Traditional 2/3 voter approval (since 1910)
 - Funds restricted to land & buildings
- ▶ Newer 55% voter approval (since 2000)
 - Furniture, equipment, & technology allowed
 - Maximum projected tax levy of \$60 per \$100,000 of assessed value for a unified school district
 - Citizens' oversight and accountability requirements



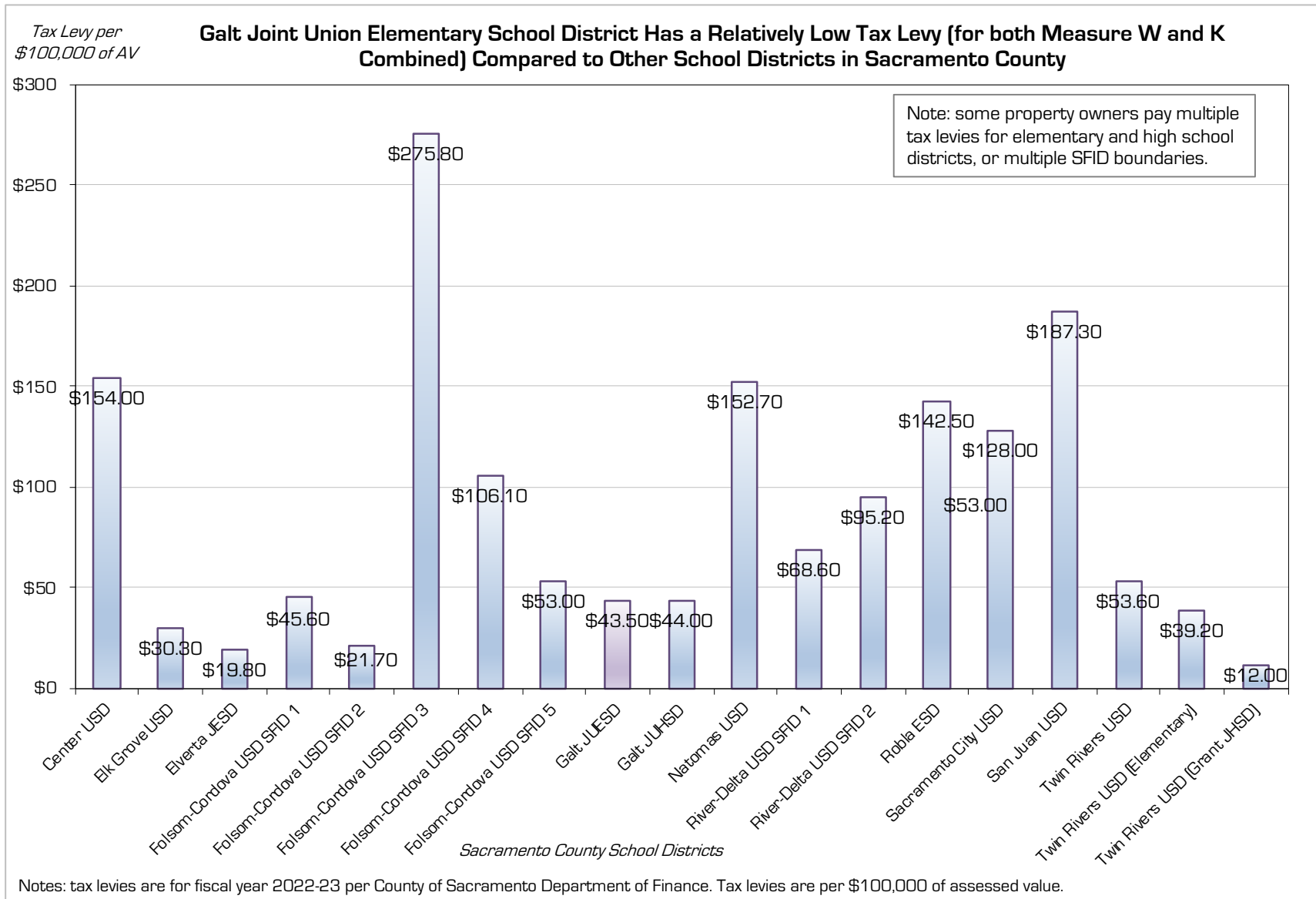
Historical GO Bond Measures Statewide



GO Bond Measures in Sacramento County

School Bond Elections in Sacramento County, 2010 - 2022					
	<i>Election Date</i>	<i>School District</i>	<i>Bond Amount (\$ Million)</i>	<i>Required Approval</i>	<i>Result</i>
1	Jun. 2010	Arcohe Union SD	\$4	55%	Fail
2	Nov. 2012	San Juan USD	\$350	55%	Pass
3	Nov. 2012	Sacramento City USD (Measure Q)	\$346	55%	Pass
4	Nov. 2012	Sacramento City USD (Measure R)	\$68	55%	Pass
5	Nov. 2012	Folsom-Cordova USD	\$68	55%	Pass
6	Nov. 2014	Robla SD	\$30	55%	Pass
7	Nov. 2014	Natomas USD	\$129	55%	Pass
8	Nov. 2014	Folsom-Cordova USD	\$195	55%	Pass
9	Nov. 2016	San Juan USD	\$750	55%	Pass
10	Nov. 2016	Galt JUESD	\$20	55%	Pass
11	Nov. 2016	Galt JUHSD	\$36	55%	Pass
12	Nov. 2016	Elk Grove USD	\$476	55%	Pass
13	Nov. 2018	Natomas USD	\$172	55%	Pass
14	Mar. 2020	Sacramento City USD	\$750	55%	Pass
15	Nov. 2020	River Delta USD SFID #1	\$46	55%	Pass
16	Nov. 2020	River Delta USD SFID #2	\$15	55%	Pass
17	Nov. 2022	Elverta JESD	\$4	55%	Fail
18	Nov. 2022	Twin Rivers USD (Measure J)	\$120	55%	Pass
19	Nov. 2022	Twin Rivers USD (Measure K)	\$150	55%	Pass
County-wide Passage Rate: 89%					

GO Bond Measure Taxes in Sacramento County



Agenda

- ✓ How Galt JUESD Has Been Funding Facilities
 - ✓ Review of Bond Measures
 - ✓ Review of CFD No. 1
- ✓ How to Raise Additional Funds for Facilities

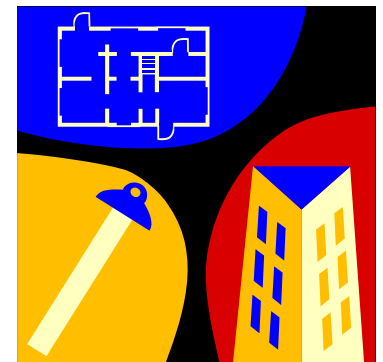
◆ Next Steps



Facilities Planning

- ◆ Most recent Facilities Master Plan completed in 2015
 - ▶ Identified over \$150 million of facilities needs
 - ▶ Some work has since been funded by Measure K, State funding, developer fees, and additional sources

- ◆ Facilities update can confirm:
 - ▶ Prior needs that have been completed
 - ▶ New needs that have arisen
 - ▶ Prioritization of critical needs
 - ▶ Enrollment and demographics
 - ▶ Budget estimates
 - ▶ Staff and community collaboration



Thank You, Questions?





Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.461 Board Consideration of Approval of Consent Calendar
Presenter: Lois Yount	Action Item: XX Information Item:
<ul style="list-style-type: none"> a. Approval of the Agenda b. Minutes <ul style="list-style-type: none"> ▪ May 17, 2023 Regular Board Meeting c. Payment of Warrants <ul style="list-style-type: none"> ▪ Vendor Warrants: 23415807-23415856; 23417243-23417322; 23418635-23418728; 23419934-23420017; 23421682-23421743 ▪ Payroll Warrants: 5/31/23, 6/9/23 d. Personnel <ul style="list-style-type: none"> ▪ Resignations/Retirements ▪ Leave of Absence Requests ▪ New Hires/Reclassifications e. Donations f. Parker & Covert LLP Legal Services Agreement, Fiscal Year 2023-2024 g. Disposal of GJUESD Class 3 Records 	

Galt Joint Union Elementary School District Board of Education Minutes

**Regular Board Meeting
May 17, 2023**

Galt City Hall Chamber
380 Civic Drive, Galt, CA 95632

Zoom Webinar ID:
827 9753 8270

Board Members Present

Wesley Cagle
Traci Skinner
Casey Raboy
Annette Kunze
Katherine Harper

Laura Papineau
David Nelson
Leah Wheeler

Administrators Present

Joshua Saldate
Ellen Morris
Laura Marquez

- A. 6:00 p.m. – Closed Session Location:** Galt City Hall Conference Room
Present for the closed session: Wesley Cagle, Traci Skinner, Casey Raboy, Annette Kunze, Katherine Harper, Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Nicole Lorenz
- B. Closed Session was called to order at 6:08 p.m.** by Wesley Cagle to discuss the following items:
1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Pursuant to Government Code, §54957
 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
 3. STUDENT EXPULSION, Pursuant to Government Code, §48918
 1. No. 21/22-04
 2. No. 22/23-04
- C. Closed Session Adjourned at 7:02 p.m.** Wesley Cagle called the open session to order at 7:07 p.m. followed by the flag salute.
- D.** Lois Yount, Superintendent, shared the **Board Meeting Protocol**.

Robert L. McCaffrey Middle School Washington DC Trip Report moved to this point in the meeting.

Christina Lawrie and Kari Montgomery, Teachers, and Maritza Arevalo and Daphne Najjar-Meza, students reported.

Ms. Lawrie addressed the Board. She said she had been the Washington, D.C. coordinator since 1998. She appreciates the Boards' support in allowing students to visit the nation's capital during the school year. She indicated 54 students participated this year.

Maritza Arevalo, a student, shared information about the first two days of the D.C. Trip. She indicated the first day they visited the Air Force Memorial, a newly built memorial dedicated to those who served in the Air Force. The group then met with a tour guide who shared information with students on what to expect during the week, how to ask questions, and what is expected of them.

Ms. Arevalo said day two included visiting Mount Vernon, the Arlington National Cemetery, the Pentagon Memorial, and the Jefferson Memorial. She indicated they visited George Washington's House, a different place in Mount Vernon, where they watched a movie about the Revolutionary War—then visited Arlington National Cemetery, where they watched the changing guard at the Tomb of the Unknown Soldier. Afterward, they saw the Pentagon Memorial. She especially loved how the Pentagon honored those who died during the attack on 9/11. She indicated they made multiple benches; depending on where the benches faced, they honored those who died inside or outside the building. The last visit on day two was to the Jefferson Memorial, where students learned about Thomas Jefferson and how he created the Declaration of Independence.

Daphne Najar-Meza, a student, shared information about day three. She said the students visited the Saudi Arabian Embassy, World War II Memorial, Holocaust Memorial Museum, National Archives, and the John F. Kennedy Center for Performing Arts. At the Saudi Arabia Embassy, students learned about Saudi Arabia's culture and how their country and ours work together to create peace. She described the World War II Memorial as having stars representing each of the lives lost in the war and exploring the founding documents that created the USA at the National Archives. At the end of the day, the students watched a play at John F. Kennedy Center for Performing Arts.

Christina Lawrie reported that on day four, the group went to Capitol Hill, the Supreme Court, the Library of Congress, the American History Museum, Ford's Theatre, Peterson House, and the National Portrait Gallery. The students got the opportunity to go inside and tour the capital building and see the portrait gallery inside the rotunda, then visited the crypt where George Washington was going to originally be buried before he was buried at Mount Vernon. Unfortunately, due to restrictions, students were not able to go to the Supreme Court but were able to visit the Library of Congress and the American History Museum. Students also went to where President Lincoln was assassinated and the Peterson House, where he was taken the night of his assassination. Then they went to the National Portrait Gallery to view paintings of famous Americans and people the students had studied in their seventh-grade World history class. The group ended with a meet and greet with CA Senator Alex Padilla.

Kari Montgomery presented on days five and six. These days, the group visited the U.S. Institute of Peace, the National Museum of African American History & Culture, the Air and Space Museum, and Memorials and Monuments. At the U.S. Institute of Peace, students took a class on conflict resolution. She indicated the students enjoyed this class and that she and Ms. Lawrie received curriculum to implement within their classes. The students then went to the African American History and Culture Museum, where they experienced African American life, history, and culture from slavery through the Presidency of Barack Obama. Ms. Montgomery said the group then went to the Air and Space Museum, where students could explore exhibits, including the Wright Brothers and The Invention of the Aerial Age. The group then went to the Lincoln, Korean, Vietnam War, and MLK Memorials. On the

last day of their trip, they went to the National Cathedral and the White House. They could not tour the White House, so they visited the Natural History Museum.

Christina Lawrie thanked the Board for their continued support of this annual trip for students to learn about the nation's history, civics, government, and culture. After chaperoning for many years, she feels there is no doubt that this trip enriches students' understanding of history.

E. Communication

1. Sacramento County Office of Education (SCOE): 2022-2023 Second Period Interim Report

Lois Yount reported the District filed a Second Interim Report with a positive certification. SCOE concurred with the District's positive certification with the following comments:

- The multi-year projections indicate that the Unrestricted General Fund balance will decrease by \$2,305,003 in 2022-2023, \$487,692 in 2023-2024, and \$576,808 in 2024-2025.
- The District is projecting an increase of 74 ADA in 2022-2023, an increase of 58 ADA in 2023-2024, and a decrease of 42 ADA in 2024-2025.

F. Public Comments for topics not on the agenda

There were no public comments.

G. Reports

LCAP UPDATE

Lois Yount reported the GJUESD has gathered and synthesized the feedback from school community surveys and multiple stakeholder groups over the last two years to update a three-year strategic plan that centers on addressing the needs of the whole child and support for all staff. She indicated that the Sacramento County Office of Education is reviewing the draft LCAP for feedback.

Ms. Yount reviewed the two LCAP goals for this three-year cycle:

1. Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.
2. Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Ms. Yount stated the goals remain the same, with key actions updated. She highlighted key actions for each goal.

GOAL 1:

- Expanding learning opportunities after school through clubs and expanding summer services.
- Increased certificated leadership capacity with Teachers On Special Assignment (TOSA) assigned to school site sites and based on feedback from our educators, TOSAs will work directly with students in the area of Literacy, Math and Multi-Tiered System of Support (MTSS) services.
- Continue to develop and expand the Dual Language Immersion (DLI) program.
- Increase partnerships with CORE Learn and the Sacramento County of Office of Education to provide professional development in literacy and math.
- Continue to allocate funds to reduce class size reduction in TK-3.
- Develop an AVID pilot program for elementary students at Lake Canyon.

- Provide a variety of robust summer programs at all school sites.
- Increase professional development and training for Special Education Instructional Assistants to address the District being in Differentiated Assistance (DA) due to the lack of academic improvement in this subgroup.
- Professional development related to the math framework and practices to prepare for 2024 math curriculum pilot.

Claudia Del Toro-Anguiano, Curriculum Director, provided an overview of the math adoption process. She said that in partnership with SCOE, the GJUESD will enter into a two year launch with the first year involving learning more about the new math framework and the second year piloting a curriculum.

- Increase exploratory classes at the middle school: Career Technical Education (CTE) and art.

GOAL 2:

- Sustaining a social worker or counselor at every school to provide mental health services, social emotional, behavior, and academic support within the MTSS framework for high-risk students to help ensure whole learner growth.
- Expanded learning enrichment opportunities being offered at every school site in the summer and after school.
- Partnership with SCOE to provide mental health clinicians.
- Registered Behavior Technicians and Behavior Analysts working with site teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.
- District-wide implementation of Social Emotional Learning (SEL) curriculum.
- Increase partnerships with the Galt Police Department and Galt High School District to increase services provided by School Resource Officers.

LCAP GOAL 1

Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in various learning environments.

1. Gifted and Talented Education (GATE) Program Plan Update

Laura Papineau, Assistant Principal, reported that she and Ellen Morris, Assistant Principal, tested all third graders across the District using the NNAT-3 (Nagleri Nonverbal Ability Test). It is a standardized test used extensively to assess gifted and talented programs. It is considered culturally neutral as it contains minimal use of language and directions and does not require reading, writing, or speaking. The NNAT incorporates abstract shapes and designs, allowing for unbiased scoring regardless of a child's primary language, education and socioeconomic background. The test was also given to students receiving special education services.

Ms. Papineau said the NNAT contains 48 questions and takes 30 minutes to administer. The question types are pattern completion, serial reasoning, reasoning by analogy, and spatial visualization. She and Ms. Morris identified 10 GATE students in 2021-2022 and 17 students in 2022-23. Services for GATE students include clustering students on class rosters and direct services from Teachers On Special Assignment (TOSAs).

LCAP GOAL 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments

1. CalSCHLS Survey Results

Lois Yount reported that during the month of March, students in grades 5-8, staff and parents were invited to take the California School Climate, Health and Learning Survey (CalSCHLS). She provided a snapshot of district-level results. More detailed information will be included in the school site single plans that will be brought to the Board in June for action.

Ms. Yount said the participation rate increased from 2022 to 2023. She shared District strengths from the student survey data. They include:

5 th – 6 th Grade	7 th – 8 th Grade
Academic motivation	High expectations-adults in school
High expectations- adults in school	Academic motivation
Facilities upkeep	Clarity of rules
Parent involvement in schooling	Positive student learning environment
Social and emotional learning supports	Caring adult relationships
Anti-bullying climate	
Feel safe at school	
Rule clarity	
Students treated with respect	

District strengths based on staff and parent surveys include:

Staff	Elementary Parent	Middle School Parent
Has high expectations for students	Is a safe place for my child = 45%	Has parental involvement = 40%
Has caring adult relationships	Has adults who really care about students = 49%	Has teachers responsive to child's social & emotional needs = 60%
Has a positive student learning environment	Motivates students to learn = 47%	Provides parents with resources to support my child's social & emotional needs = 45%
Is a safe place for students and staff	Treats all students with respect = 50%	
Has clean & well-maintained facilities	Makes parents feel welcome to participate = 46%	

Ms. Yount said that the staff is doing a wonderful job. The District is continuing to see growth.

3. Valley Oaks Elementary Groundbreaking Ceremony

Lois Yount shared photos of the Valley Oaks Elementary groundbreaking ceremony. She thanked S&B James Construction for hosting the event. Wesley Cagle and Casey Raboy, Board Members, attended the event along with District administration, site administration, maintenance & operations staff and students.

Ms. Yount acknowledged maintenance & operations staff for their work in preparing for this groundbreaking.

Ms. Yount reported that S&B James Construction is donating the materials and labor to put a dirt track in at Marengo Ranch Elementary. Mr. Silas Nigam of S&B James is a parent in the GJUESD and highly involved in the community.

OTHER REPORTS

1. School Resource Officer (SRO)

Lois Yount reported the GJUESD currently has one SRO. She would like to add one more that would support all schools and be shared with the high school district. She said it would be a three-

year commitment. The cost would be split between the GJUESD, Galt Joint Union High School District (GJUHS) and the Galt Police Department (GPD). Each organization would pay approximately an additional \$52,000 a year.

Ms. Yount said the SRO supports the District through student home visits, welfare checks and being a visible, positive role model on campus for students.

Ms. Yount added that the City of Galt is working on a grant to reduce the cost potentially.

2. City And Schools Together (CAST)

Lois Yount briefly overviewed the May 8, 2023, CAST meeting agenda. She indicated she shared District updates, including expanding summer programs, recognition and celebrations in May and fentanyl awareness training. The fentanyl awareness training was from Arrive Alive California and was presented to students at McCaffrey Middle School to build awareness around the dangers of fentanyl. Annette Kunze with the Galt Teen Center has arranged another training scheduled for September 12, 2023 at McCaffrey Middle School. The GJUHS and the City of Galt also shared updates. She indicated that safety is a standing agenda item where each organization shares updates and needs.

H. Routine Matters/New Business

212.451 Lois Yount shared the donations. She also recognized the retirement of Deborah Meixner for 29 years of service to the District.

Katherine Harper made a motion to approve the Consent Calendar, seconded by Traci Skinner and unanimously carried.

- a. Approval of the Agenda
- b. Minutes
 - April 19, 2023 Regular Board Meeting
- c. Payment of Warrants
 - Vendor Warrants: 23409538-23409631; 23410338-23410353; 23410795-23410860; 23412637-23412722; 23414230-23414299
 - Payroll Warrants: 04/28/23; 05/10/23
- d. Personnel

**Consent
Calendar**

Resignations/Retirees			
Name	Position	Effective Date	Site
Andrade, Alberto	Instructional Assistant, Expanded Learning	6/1/23	River Oaks
Baysinger, Deborah	Yard Supervisor	6/1/23	River Oaks

Besabe, Mariah	Instructional Assistant, Special Education	6/1/23	McCaffrey Middle School
Burrill, Kevin	Teacher	6/1/23	McCaffrey Middle
Corrales-Franco, Zulema	Bilingual Instructional Assistant, Expanded Learning	6/1/23	River Oaks
Doberneck, Tuesday	Instructional Assistant, Expanded Learning	6/1/23	Valley Oaks
Gonzalez, Marisol	Instructional Assistant	5/26/23	River Oaks
Lombana, Tatiana	School Psychologist	6/9/23	McCaffrey Middle
Medlock, Melinda	Instructional Assistant, Preschool	5/1/23	Fairsite Preschool
Meixner, Debra (Retirement, 29 Years)	Food & Nutrition Cashier	6/1/23	River Oaks
Robles, Heather	Instructional Assistant, Special Education	5/5/23	River Oaks
Serrano, Adela	Instructional Assistant, Bilingual	5/26/23	River Oaks
Leave of Absence Requests			
Name	Position	Effective Date	Site
Bradley, McKenzie	Instructional Assistant	5/18/23	Marengo Ranch
Brantley, Ricky	Yard Supervisor	4/18/23	Transportation
Lambert, Tereasa	Bus Driver	3/30/23	Transportation
Sulamo, Rosalia	Registered Behavior Technician	4/19/23	District Office
Trujillo, Michelle	Transportation Supervisor	4/10/23	Transportation
New Hires/Reclassifications/Status Changes			
Name	Position		Site
Armstrong, Isabel	Instructional Assistant, Special Education		River Oaks
Bradley, McKenzie (Status Change)	Instructional Assistant, Expanded Learning		Marengo Ranch
Cheever, Leslie	Substitute Teacher		N/A
Giordano, Jennifer	District Clerk II		District Office
Landa Tapia, Mayra (Status Change)	Food & Nutrition Assistant 2		Marengo Ranch
Ocampo, Danielle	Instructional Assistant		Valley Oaks

Orozco, Anica	Short Term Instructional Assistant, Special Education	Marengo Ranch
Scherrer, Tianna	Instructional Assistant, Special Education	River Oaks
Stancil, Erica (Status Change)	Secretary I	McCaffrey Middle
Torres, Alexis	Instructional Assistant, Special Education	Fairsite
Villalobos, Samanta	Instructional Assistant, Special Education	Fairsite
Villanueva, Miranda	Short Term Instructional Assistant, Special Education	Vernon E. Greer
Whitford, Jamie	Classified Substitute	N/A

e. Donations

f. BT Mancini Co., Inc. Bid Proposal for Flooring at Fairsite, Vernon E. Greer, Marengo Ranch, Robert L. McCaffrey, River Oaks and Valley Oaks

- 212.452** Consent Calendar (Continued) – Items Removed for Later Consideration
There were no items removed. CC Items Removed
- 212.453** No action taken Regarding Student Expulsion No. 21/22-04 due to lack of a motion. Student Exp
- 212.454** Traci Skinner made a motion to approve the recommendation regarding Student Expulsion No. 22/23-04, seconded by Annette Kunze and unanimously carried. Student Exp
- 212.455** Casey Raboy made a motion to approve Public Notice / Sunshine Statement from Galt Joint Union Elementary School District (GJUESD) to Galt Elementary Faculty Association (GEFA) Regarding the following Articles, seconded by Katherine Harper and unanimously carried: GJUESD
Sunshine to
GEFA
- Article V Hours
 - Article VII Evaluation Procedures
 - Article XII Leaves
 - Article XVIII Salary
 - Article XX Salary Schedule Procedures
 - Article XXIII Preschool Permit Teacher
- 212.456** An Initial Public Notice from Galt Joint Union Elementary School District (GJUESD) to California School Employees Association (CSEA) [Public Notice / "Sunshine"] was held regarding the following articles: GJUESD
Initial
Sunshine to
CSEA
- Article IX: Leaves - The District proposes to clarify language.

- Article XIII: Lay-Off and Re-Employment - The District proposes to update the language.
- Article XIX: Fringe Benefits - Annually open for negotiations.
- Article XX - Wages - Annually open for negotiations.

212.457 Annette Kunze made a motion to approve Maintenance and Operations Shop Preconstruction Services Agreement, seconded by Casey Raboy and unanimously carried.

M&O Shop
Pre-Const
Serv Agree

212.458 A First Reading of the Following Board Policies, Administrative Regulations, and Bylaws was held:

Board
Policies

Superintendent

1. BP/AR 0420.4 Charter School Authorization
2. BP/AR 4218 - Dismissal/Suspension/Disciplinary Action
3. BB 9270 Conflict of Interest
4. BB 9320 Meetings and Notices

Educational Services

5. BP/AR 4030 Nondiscrimination in Employment
6. BP/AR 5113 - Absences and Excuses
7. AR 5131.41 - Use of Seclusion and Restraint
8. BP/AR 5144 – Discipline
9. BP/AR 5144.1 - Suspension and Expulsion/Due Process
10. AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)
11. BP/AR 6173 - Education for Homeless Children
12. BP/AR 6173.1 - Education for Foster Youth
13. BP 6177 - Summer Learning Programs

I. Public Comments for topics not on the agenda

J. Pending Agenda Items

Wesley Cagle asked if any District schools have traffic safety issues. Ms. Yount said there are areas of concern and that the city may restart its CAPs program to assist with traffic management. The Board members discussed different areas around schools that could benefit from better traffic management.

K. Adjournment 8:30 p.m.

Casey Raboy, Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirees			
Name	Position	Effective Date	Site
Babers, Larina	Instructional Assistant	6/2/23	Valley Oaks
Braga, Andreia	Psychologist	6/1/23	River Oaks
Bruce, Gail (Retirement)	Teacher	6/30/2023	District Office
Gonzales-Reed, Linda	Teacher	6/1/23	Valley Oaks
Jauregui, Alondra	Instructional Assistant, Bilingual	6/1/23	Fairsite
Torres, Xavier	Instructional Assistant, Expanded Learning	6/1/23	Valley Oaks

Leave of Absence Requests			
Name	Position	Effective Date	Site
Orines, Magalhy	Expanded Learning Site Coordinator	6/13/23	River Oaks
Reames, Debbie	Instructional Assistant	5/15/23	Fairsite Preschool

New Hires/Reclassifications/Status Changes		
Name	Position	Site
Abarca, Abigail	Special Education Teacher - Temporary	River Oaks
Alegria, Janette	Classified Substitute	N/A
Baumgartner, Anna	Instructional Assistant, Expanded Learning	River Oaks
Beckett, Bill (Status Change)	Environmental & Outdoor Education Coordinator	District Office
Biser, Lori	School Counselor	McCaffrey Middle
Butler, Krista	Special Education Teacher	Vernon E. Greer
Butler, Elizabeth (Liz)	Special Education Teacher	Valley Oaks
Brown, LaSonja	Special Education Teacher - Temporary	Vernon E. Greer
Cannon, Jodie	Teacher	McCaffrey Middle School
Cardoza, Fatima-Itzel	Instructional Assistant, Expanded Learning	Valley Oaks
Colomer, Carina	School Counselor	McCaffrey Middle
Gregg, Michael	Teacher	McCaffrey Middle
Gutierrez, Maria	Instructional Assistant, Special Education	Vernon E. Greer
Harcourt, Kevin (Status Change)	Skilled Maintenance Technician	Maintenance and Operations
Jennings, Donald	Classified Substitute	N/A
Luhdorff, Marcae (Status Change)	Food & Nutrition Lead	River Oaks
Martin, Alejandro	Certificated Substitute	N/A
Mendez, Jacquelin	Teacher	Valley Oaks
Myers, David (Status Change)	Warehouse Worker/Delivery Driver	District Office
Needham, Lisa	Special Education Teacher	Fairsite Preschool

Human Resources
Page 2

Osorio, Andrea	Teacher	Marengo Ranch
Perez, Richard	Classified Substitute	N/A
Pino, Lisa	School Counselor	Vernon E. Greer
Reyes, Melissa	Special Education Teacher	Vernon E. Greer
Solomon, Benjamin	Teacher - Temporary	Valley Oaks
Thompson, Sarah (Status Change)	Instructional Assistant, Expanded Learning	Vernon E. Greer
Tsuda, Lelsie	Teacher - Temporary	River Oaks
Utile, Jessica	Teacher - Temporary	Lake Canyon
Zamora, Mayra	Preschool Teacher	Fairsite Preschool



CONSENT CALENDAR

Donations

GALEP

- L'Chayim of Galt donated \$100.00 towards the Galt Horse Assisted Learning and Enrichment Program

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

LEGAL SERVICES AGREEMENT

THIS AGREEMENT is made and entered into effective this 1st day of July, 2023, by and between the GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT, referred to as the "DISTRICT," and PARKER & COVERT LLP, hereinafter referred to as "Attorneys."

W I T N E S S E T H

WHEREAS, the DISTRICT desires to obtain from Attorneys certain legal services to be rendered at the request and direction of the governing board of the DISTRICT pursuant to Education Code section 35041.5; and

WHEREAS, the DISTRICT has determined that it is in the best interest of the DISTRICT to appoint Attorneys to represent DISTRICT in the matters that are hereinafter specified;

NOW THEREFORE, in consideration of the mutual promises herein contained, the parties hereto agree as follows:

1. DISTRICT retains Attorneys for the purpose of providing specific legal services. For the purpose of requesting specific legal services, the Board President, the Superintendent or the Superintendent's designee is hereby designated as the DISTRICT's representatives in selecting the legal services to be rendered.

2. DISTRICT shall pay Attorneys for the services herein performed at the rates set forth in Exhibit "A" which is attached hereto and by this reference incorporated herein. These rates will be in effect from July 1, 2023 - June 30, 2024.

3. Attorneys shall perform the services herein provided at the rates set forth in said Exhibit.

4. DISTRICT shall also pay and reimburse Attorneys for any actual and necessary costs and expenses incurred in the course of handling such services. Actual and necessary costs and expenses include those charges that Attorneys directly incur including, but not limited to, filing fees, reproduction of documents, toll telephone charges, messenger and delivery services, travel expenses

1 other than mileage costs, and court reporting costs.

2 5. Attorneys shall present statements for the services rendered pursuant hereto during the
3 preceding month, and DISTRICT shall pay the same within a reasonable time thereafter, which is
4 agreed to be within 45 days of receipt of attorneys' statement.

5 6. Attorneys shall serve under the terms of the Agreement at the pleasure of the
6 DISTRICT and the DISTRICT hereby reserves the right to terminate Attorneys upon written notice to
7 Attorneys.

8 7. Attorneys shall maintain at all times a policy of professional liability insurance
9 while representing and advising DISTRICT.

10 8. Upon DISTRICT's written request Parker & Covert LLP will, whether or not all
11 fees owing under this Agreement have been paid, make DISTRICT's file (with the exception
12 of Parker & Covert LLP's work product) available for pickup by the DISTRICT at Parker &
13 Covert LLP's office. Parker & Covert LLP may at any time request in writing that the
14 DISTRICT take possession of all or a portion of DISTRICT's files. If the DISTRICT does
15 not take possession within ninety (90) days after mailing of such request, Parker & Covert
16 LLP may thereafter destroy the files. In any case, Parker & Covert LLP is authorized to
17 destroy the files without notice five (5) years after termination of the matter or Parker & Covert
18 LLP's employment.

19 9. Attorneys reserve the right in their discretion to terminate this Agreement at any
20 time Attorneys deem necessary or advisable upon thirty (30) days written notice to DISTRICT.

21
22
23
24
25
26 In witness whereof, this Retainer Agreement was duly approved by the GALT JOINT
27 UNION ELEMENTARY SCHOOL DISTRICT.
28

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

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

Date: _____, 20__

By: _____

Title: _____

PARKER & COVERT LLP



Date: July 1, 2023

By: _____
Partner

EXHIBIT "A"

Rates 7/1/2023 to 6/30/2024

PARTNERS \$260 per hour

ASSOCIATES \$240 per hour

LAW CLERKS/PARALEGALS \$155 per hour

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



CONSENT CALENDAR

Disposal of Records

Disposal of GJUESD Class 3 Records

All records not classified as Class 1 (Permanent) or as Class 2 (Optional) shall be classified as Class 3 (Disposable). These include but are not limited to: detailed records basic to audit, including those relating to attendance, average daily attendance, or business or financial transactions.

Board approval is recommended to dispose of the following Class 3 records:

Quantity	Departments	Dates	Description
15	Business	19-20	Accounts Payable
2	Business	15-16	Expulsion
4	Business	17-18	Student Council
1	Business	17-19	Cash Flow
6	Business	17-18	Timesheets
9	Ed Services	15-16	Special Education Records
2	Business	17-18	Deposits
1	Business	16-17	SIA and Superior
1	Business	17-18	PY & Reg Journals
9	Food Services	18-19	Gen Cafeteria
2	Human Resources	16-17	Human Resources
3	Ed Services	15-16	Supplemental Education Services
1	Ed Services	16-17	Expulsions
2	Food Services	19-20	Deposit reconciliation
2	Superintendent	19-20	Trainings & Surveys

Total Boxes: 60



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632

209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.462 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Lois Yount	Action Item: XX Information Item:
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.463 Board Consideration of Approval of GJUESD 2023-24 Local Control Accountability Plan (LCAP)
Presenter: Lois Yount Donna Mayo-Whitlock	Action Item: XX Information Item:

Parents and community members were invited to provide feedback on the draft LCAP that was posted on our website. Parents were notified by email, text and through the District’s monthly newsletter. Board Trustee, Katherine Harper invited feedback from the community in the Galt Herald. We received feedback from nine partners.

2023-24 LCAP Feedback

1) What is key to supporting student engagement and academic growth?

- Arts program that enhances academics and engages students.
- Instructional assistants to support in the classroom.
- Make learning fun and make connections to daily life experiences.
- Increased parent and teacher communication.
- Smaller class sizes.
- Encourage students to ask questions and ask for help when needed.

2) What is key to supporting staff growth and motivation?

- Increased salaries.
- Increased parent and teacher communication.
- Smaller class sizes.
- Goal setting and celebrating accomplishments.
- Increased appreciation from parents.
- Administration setting high educational standards and expectations.

3) What is key to improving student attendance?

- Supportive learning environments.
- Arts program that enhances academics and engages students.
- Make learning fun.
- Building relationships between teachers and students.
- Weekly, monthly, and quarterly prizes for students.

4) What is key to improving safety at school?

- Increased neighborhood officers present during key times of the day.
- Staff, parents and officers that are attentive and observant.
- More adults and “eyes” on campus.
- Keep doing what you are doing: gates, sign-in and out system, etc.
- Keep gates locked.
- Increased education on dangerous situations.
- Secure the front office entrance.
- Hold identification of visitors and return when they check out.

5) Please add any other ideas or feedback.

- Have School Resource Officers engage with the students.
- Partner with Galt PD, Sacramento Sheriff's Department, Fish and Game, etc., to engage with students to increase positive influence.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Galt Joint Union Elementary School District

CDS Code: 34-67348

School Year: 2023-24

LEA contact information:

Lois Yount

Superintendent

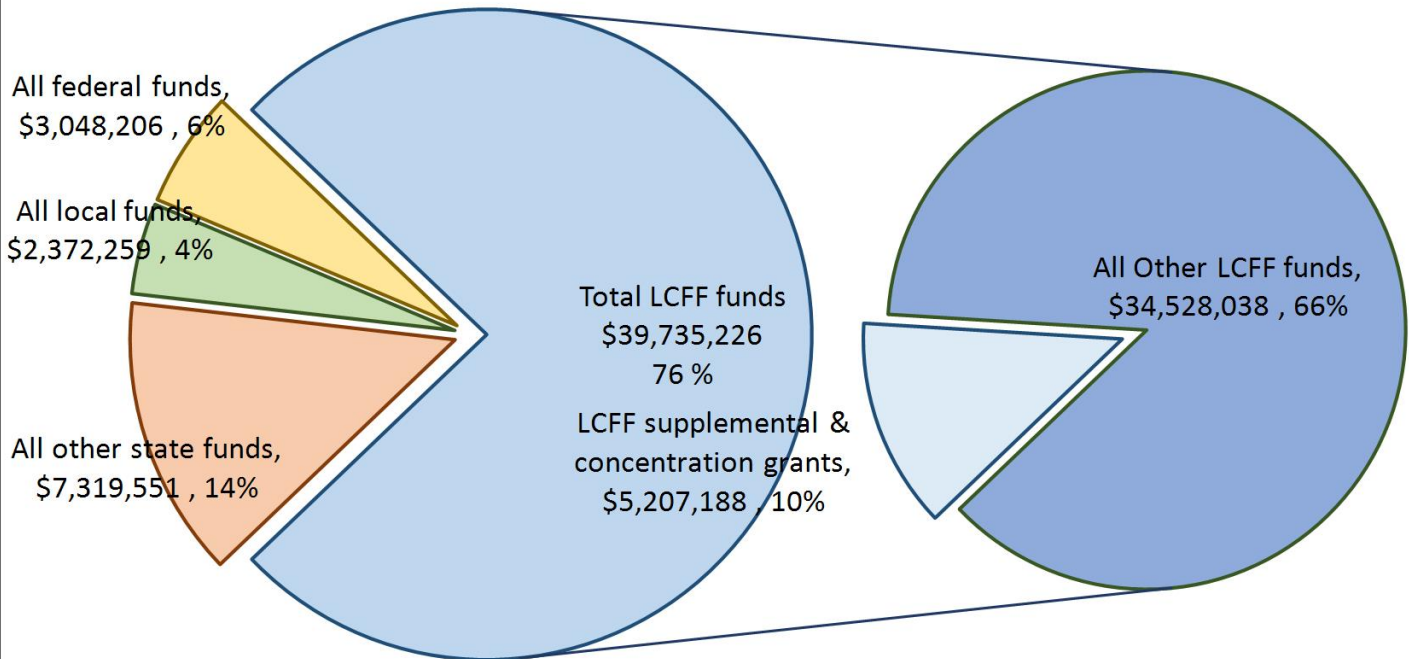
lyount@galt.k12.ca.us

(209) 744-4555

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

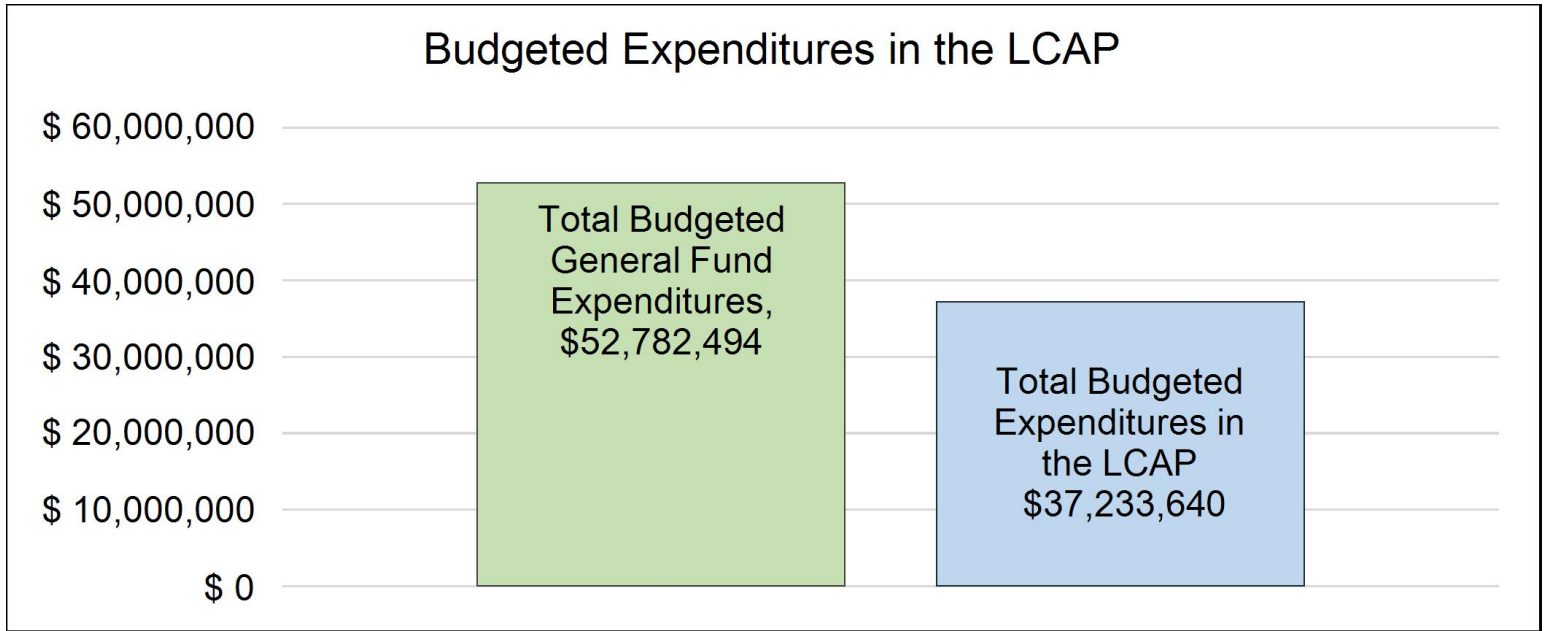


This chart shows the total general purpose revenue Galt Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Galt Joint Union Elementary School District is \$52,475,242, of which \$39,735,226 is Local Control Funding Formula (LCFF), \$7,319,551 is other state funds, \$2,372,259 is local funds, and \$3,048,206 is federal funds. Of the \$39,735,226 in LCFF Funds, \$5,207,188 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Galt Joint Union Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Galt Joint Union Elementary School District plans to spend \$52,782,494 for the 2023-24 school year. Of that amount, \$37,233,640 is tied to actions/services in the LCAP and \$15,548,854 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP:

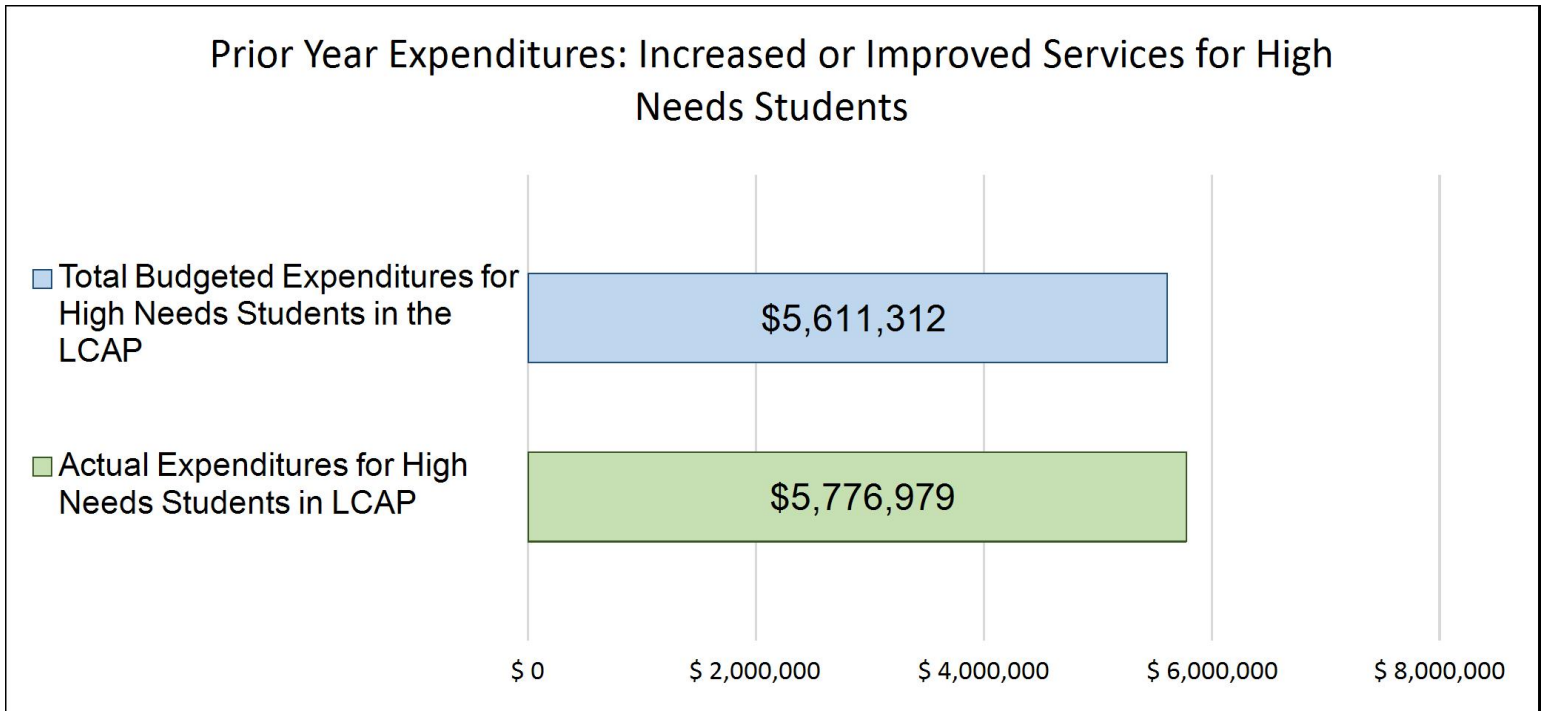
1. Business and Human Resource Services
2. Superintendent and Cabinet
3. General and Special Education Transportation
4. Informational Technology Department and Infrastructure
5. Administrative and Operational Supplies
6. Utilities/Insurance

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Galt Joint Union Elementary School District is projecting it will receive \$5,207,188 based on the enrollment of foster youth, English learner, and low-income students. Galt Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Galt Joint Union Elementary School District plans to spend \$5,964,890 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Galt Joint Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Galt Joint Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Galt Joint Union Elementary School District's LCAP budgeted \$5,611,312 for planned actions to increase or improve services for high needs students. Galt Joint Union Elementary School District actually spent \$5,776,979 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$165,667 had the following impact on Galt Joint Union Elementary School District's ability to increase or improve services for high needs students:

These funds were spent on personnel hired to increase or improve services for our unduplicated learners through a range of researched-based supports and services.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every child while focusing on the well-being and safety for all. The District's mission statement describes its instructional values and commitment to learning. The District's vision statement describes its core organizational values and long-term objectives.

GJUESD Mission Statement:
The mission of our school district is to promote growth and achievement through innovative educational programs that integrate personal strengths, social, emotional and academic learning for all children.

GJUESD Vision Statement:
Our schools create safe learning environments that provide equitable access to engaging opportunities for all children. We foster learning environments for collaboration, creativity and critical thinking to ensure children are successful in school and in their future.

GJUESD LCAP Goals:

1. Engaging the PreK-grade 8 learner through a focus on equity, access and academic rigor with inclusive practices in a variety of environments.
2. Promoting PreK-grade 8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

GJUESD serves approximately 3,700 students in grades Preschool through 8th. The District operates seven school sites and employs approximately 550 staff members. The District is the largest employer in the city of Galt with a population of approximately 26,000. The ethnicity of our students is 59% Hispanic and 27% White, with 58% of our families qualifying for free or reduced meals, 20% are English learners, and 19% are students with disabilities.

As a District, we create learning experiences that support individual student strengths, talents and interests in the classroom and beyond. These learning experiences include social and emotional support for our students. More than ever our educators see the need to support students' behavioral health and well-being.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

State Assessment Data Sets, Spring 2022

CA DASHBOARD:

All students in Grades 3-8 are administered state assessments for both English language arts (ELA) and mathematics each spring. The goal is to show an increase of 10 points in meeting distance from standard based on the 2022 Smarter Balanced Assessment Consortium (SBAC) results as shown on the Dashboard. In ELA, Reclassified English Learners are above standard.

English Language Proficiency:

When comparing 2021 ELPAC summative results to 2022 ELPAC summative results:

The data shows an increase in grades 5-7 of the percentage of students who scored a Level 4 (well developed English skills).

2-year same cohort growth= 5th grade 17% to 27% (+10%), 6th grade 17% to 44% (+27%), 7th grade 21% to 36% (+15%).

This could be a result of the return to daily in-person ELD instruction in 2021-22.

Local Assessment Data Sets, Winter 2022 to Winter 2023

DISTRICT READING ASSESSMENT (DRA)

All students in Grades K-3 are administered DRA to measure success towards reading foundational skills and reading at grade level by the end 3rd grade. The goal is to increase the percent of students who met all DRA targets by 10%, from winter 2022 to winter 2023, with each cohort.

- Kindergarten to 1st grade increased by 14%-exceeding the 10% growth target.
- 2nd to 3rd grade increased by 22%- exceeding the 10% growth target.

A big success is identified by showing all current 3rd grade Professional Learning Communities, from all schools, met or exceed the growth target. This indicates a solid path towards having 80% of all third grade students reading at grade level in the coming years. Two student groups, White (71%) and R-FEP (92%), exceeded the overall district percentage of 65% of the percent of students meeting all DRA targets.

MEASURES OF ACADEMIC PROGRESS (MAP) | READING & MATH

All students in Grades 1-8 are administered MAP to measure success towards the application of reading comprehension and math skills. Students in Grades 1-2 are administered MAP three times per year (fall, winter and spring) while students in Grades 3-8 are administered MAP only twice (fall and the winter). Students are expected to reach the 60th percentile in both reading and mathematics. The goal is to increase the percentage of students reaching the 60th percentile by 5% from winter 2022 to winter 2023 with each cohort.

In Reading:

- 2nd to 3rd grade increased by 11%- exceeding the 5% target.

In Math:

- 1st to 2nd grade increased by 15%- exceeding the 5% target.
- 2nd to 3rd increased by 7%- exceeding the 5% target.
- 7th to 8th grade increased by 8%- exceeding the 5% target.

The redesignation percentage in 2021 was 3.8% (29/744) while the reclassification in 2022 was 18.3% (137/748) resulting in an increase in reclassification of 14.5% over 2 years. Again, most likely attributed to the return to in-person instruction.

CaISCHLS Survey Data:

We are using data from the 2023 CaISCHLS surveys to reflect progress made on school climate, safety, motivation and well-being. Students in grades 5-8, staff and parents completed these surveys. Overall District strengths are noted in:

- Student and staff safety
- Academic motivation and high expectations
- Caring positive relationships
- Clean and well-maintained facilities
- Teachers are responsive to students' social and emotional needs

Reflections: Identified Need

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

Two student groups have been identified by the state for Differentiated Assistance: Homeless Youth and Students with Disabilities. These two student groups received a rating of "Very Low" or, in some cases, "Very High" in two or more indicators on the 2022 CA Dashboard.

1. Indicator: ACADEMIC-
ELA

"All Students" group- LOW, 10 points below standard
Homeless student group- VERY LOW, 77.1 points below standard
Students with Disabilities student group- VERY LOW, 80.3 points below standard

Mathematics

"All Students" group- LOW, 39.8 points below standard
Homeless student group- VERY LOW, 97.8 points below standard
Students with Disabilities student group- VERY LOW, 100.1 points below standard

2. Indicator: CHRONIC ABSENTEEISM

"All Students" group VERY HIGH, 46.2%
Homeless student group- VERY HIGH, 61.3%
Students w/ Disabilities- VERY HIGH, 53.8%

State Assessment Data Sets, Spring 2019 and Spring 2022

CALIFORNIA DASHBOARD:

No student group showed a 10 point increase in distance from meeting standard in ELA or math when comparing Dashboard data sets from 2019 to 2022. Key components to improving student achievement will need to be addressed. District improvement efforts include: curriculum implementation, instructional practices, consistent administration of assessments, professional development and a system of interventions. Efforts will be made toward creating a school environment that will support academic growth. Data talks, as well as regular budget reviews will be in place to ensure that resources are reallocated appropriately to effectively address student needs and to facilitate the delivery of support services to all student groups, but in particular students with disabilities and homeless. Academic conferences will continue at all schools that will focus on data review, instructional planning and lesson delivery.

ELPAC: Measures of English Language Proficiency

Across 2021 & 2022 the majority of our English Learners (42%) continued to score at level 3 ("moderately developed"). To reach the criteria for being reclassified to English Proficient, ELs must score at LEVEL 4 ("well developed"). Moving forward, professional development needs to be provided in designated and integrated English Language Development instruction. A stronger understanding of the role of academic language and literacy instruction with content area instruction is needed. In particular, the focus of the support needs to be provided to intermediate and middle school teachers. Effective support and intervention actions will need to be identified to ensure all ELs are demonstrating progress and reaching the district reclassification goal of 100% by the end of 6th grade.

Local Assessment Data Sets, Winter 2022 to Winter 2023

DISTRICT READING ASSESSMENT (DRA)

Continued support will need to be provided with the implementation of SIPPS through an outside source. All teachers will have access to SIPPS coaching cycles and all new teachers will be trained. Testing directions and protocols will be revised to ensure clear administration of

all assessment components. Data talks will take place after each testing period to analyze results to inform teachers and administrators on student progress and effectiveness of programs.

MEASURES OF ACADEMIC PROGRESS (MAP) | READING

All sites will monitor the implementation of instructional time for reading and writing. Additional time will be provided to students participating in an intervention cycle. Continued support similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels and with all departments at the middle school level. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed as well as the effective use of the learning continuum.

MEASURES OF ACADEMIC PROGRESS (MAP) | MATH

In the area of mathematics, there is a need to provide continued professional development to support the effective use the core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families and administration. Additional support is needed with the analysis of math data and the instructional implications that can be drawn from data sets. Refreshers of math standards, math practices, and both Eureka/CPM pacing guides are needed at all grade levels. Coaching cycles will take place to support the implementation of "Math Talks" in every classroom. Teacher leaders will have access to training such as Building Thinking Classrooms and Math Labs. Professional development in the use of effective differentiation strategies is also needed as well as the effective use of the learning continuum.

Areas of need based on the 2023 CalSCHLS Survey:

- Actively seek the input of parents
- Promote respect of cultural beliefs/practices
- Students' readiness to learn
- Adequate counseling and support services
- Student meaningful participation
- High level of school boredom

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Galt Joint Union Elementary School District has gathered and synthesized the feedback from school community surveys and multiple stakeholder groups over the last two years to update a three year strategic plan that centers on addressing the needs of the whole child and support for all staff.

GJUESD's two LCAP goals serve to focus our efforts to provide for the social, emotional and academic aspects of learning for children and adults in our community.

1. Engaging learners through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Key actions in this goal area highlight our efforts to increase academic growth and achievement for every learner with a focus on engagement.

- Expanded learning and summer services that prioritize learning acceleration for learners in PreK-8.
- Increase certificated leadership capacity with TOSAs assigned to school sites to support educators and students in the areas of literacy, math and MTSS services.
- Continue to develop and expand the Dual Language Immersion Program preschool-kindergarten.
- Increase partnerships with CORE Learn and Sacramento County Office of Education to provide professional development in literacy and math.
- Continue to allocate funds needed for class size reduction in TK-3.
- Develop an AVID pilot program at one elementary school.
- Provide a variety of robust summer programs at all school sites.
- Increase professional development and training for Special Education Instructional Assistants.
- Professional development related to the math framework and practices to prepare for 2024 math curriculum pilot.
- Increase exploratory classes at the middle school: Career Technical Education (CTE) and art.

2. Promoting whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Key actions in this goal area highlight efforts to advance whole learner education that include partnerships and resources involving:

- Sustaining a social worker or counselor at every school to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth.
- Expanded learning enrichment opportunities being offered at every school site in the summer and after school.
- Partnership with Sacramento County Office of Education to provide mental health clinicians.
- Registered Behavior Technicians and Behavior Analysts working with sites teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.
- District-wide implement of SEL curriculum.
- Increase partnerships with the Galt Police Department and Galt High School District to increase services provided by School Resource Officers.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

At this time GJUESD has no schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

At this time GJUESD has no schools within the LEA that have been identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

At this time GJUESD has no schools within the LEA that have been identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Numerous educational partner (DAC, DELAC, GEFA, CSEA, Board of Trustees, site SSCs & ELACs, etc.) feedback sessions along with fall and spring school community surveys provided direction for the district as the 3-year LCAP was being developed and now monitored. Themes emerged from educational partner feedback that were incorporated into the LCAP. The District's response to comments after each of the LCAP feedback sessions supports the revision of the LCAP. Parent LCAP feedback sessions were conducted in both English and Spanish. Late afternoon sessions were provided to support parent participation. Parents/caregivers participating in the meetings represented all of our unduplicated learner groups including including English learners, low socioeconomic students, foster youth and special education.

Engagement focus and meeting dates:

1. District Advisory Committee (DAC) Meetings and District English Learning Advisory Committee (DELAC): Priorities discussion and feedback included; CalSCHLS surveys, Social Emotional Learning (SEL), Multi-tiered Systems of Support, Expanded Learning Program ideas, Resources and budget alignment: January 12, 2023; February 9, 2023; March 9, 2023, April 13, 2023; May 11, 2023.
2. Special Education Parent Advisory Committee (PAC): Discussion and feedback mirrored the DAC and DELAC meetings with an additional focus on meeting the needs of students with disabilities: January 19, 2023, March 16, 2023, and May 18, 2023.
3. Board of Trustees: Regular monthly reports with feedback on LCAP goal progress (SBAC & ELPAC results, 2022 Dashboard, local assessment data, chronic absenteeism, CalSCHLS survey data.)
4. DAC/DELAC: CalSCHLS parent/staff/student surveys were shared to gain insights and progress in the following areas: personalization, learning environment, school culture and safety, and school facilities: May 11, 2023.
5. Consulted with GEFA and obtained feedback on priority actions to address learning loss, acceleration, and social emotional learning: May 18, 2023.
6. Consulted with CSEA and obtained feedback on priority actions to address learning loss, acceleration, and social emotional learnings: May 18, 2023.
7. Report on LCAP progress and feedback at Board of Trustees meeting: May 17, 2023.
8. Consulted with Special Education Local Plan Area (SELPA): May 26, 2023.
9. DAC/DELAC: Shared LCAP highlights and summary of feedback: May 11, 2023.

10. Draft LCAP and Parent Budget Summary Overview posted on District's website for public feedback along with voice, text, and email BlackBoard Connect messages sent out to all GJUESD families inviting them to provide LCAP feedback on our District website: June 1, 2023.

11. LCAP Public Board Hearing: June 20, 2023

12. Board of Trustees consideration for approval of the 2023-24 LCAP: June 21, 2023

A summary of the feedback provided by specific educational partners.

Considering the proposed two LCAP goals, ideas and feedback were collected within three theme areas from various educational partner groups.

1. Learner engagement and academic growth
2. Staff growth and motivation
3. Improving student attendance and suspension rates

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

LCAP actions that were influenced by input from educational partners: DAC, DELAC, SPED PAC, Administrators, Teachers, GEFA, CSEA, Board of Trustees:

1. Learner engagement and academic growth
 - Intervention TOSAs- Support the acceleration of literacy with small group instruction for students identified through the MTSS process.
 - PLC Collaboration (district)- District-wide PLCs can choose to meet together on early release Wednesdays for planning purposes.
 - Bright Future Learning Academy- Home Study program provides online learning, enrichment opportunities and a learning hub for academic support.
 - Dual Language Immersion- Continue to develop the PreK-8 DLI program (Expand to Kinder).
 - Afterschool and Summer Interventions- Prioritize academic support after school and summer acceleration opportunities for high need students.
 - Expanded Learning- homework support and enrichment activities (school year and 30 days during summer).

2. Staff professional growth

- SIPPS early reading - coaching and mentoring support.
- Math Curriculum Pilot 2023-24 - building capacity, research, collaboration.
- Dual Language Immersion - provide BCLAD teachers five days of on-site PD with CBE consultant in year 2 of DLI implementation.
- Step Up to Writing - continue to offer writing professional development in 2023-24.
- Classroom management, behavioral support and student engagement.
- Conferences - providing PLCs opportunities to attend conferences and come back and share with colleagues.

2. Improving student attendance

- School Social Workers & Counselors - support student welfare & attendance at each site.
- Alternative Education Class at middle school - personalized instruction and support in a self-contained classroom setting.
- Bilingual Community Outreach Assistants.- support home-school communication at schools and accompany on home visits.
- Multi-Tiered Systems of Support (MTSS) - prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional learning support for all students.

Goals and Actions

Goal

Goal #	Description
1	Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in a variety of learning environments.

An explanation of why the LEA has developed this goal.

1. GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, equitable resources and standards-aligned curriculum. The District is committed to providing teachers, specialists and support staff high-quality professional development to meet the needs of all students. Local and state assessment data demonstrates the need to close the achievement gap for students with disabilities (SWD), English learners (ELs) and homeless. This achievement gap is evident by the "Points Below Standard" reflected on the 2022 CA Dashboard/Mathematics: All Students= 39.9, SWD= 100.7, ELs= 78.7, Homeless= 97.8; and also by the "Points Below Standard" reflected on the 2022 CA Dashboard/ELA: All Students= 10.2, SWD= 81.6, ELs= 48.7, Homeless= 77.1.
2. Input from educational partners has identified a need to adopt a math standards-aligned curriculum that is rigorous and accessible to all student groups. Professional development continues to be a need in the area of math instruction. Districtwide 35% of all 1st-8th grade students are meeting/exceeding the 60th percentile for math on winter MAP assessment.
3. To ensure English learners have access to curriculum and instruction, the District will support further development and implementation of research based English Language Development instructional strategies. Districtwide 51.1% of English learners are making Annual Progress in learning English as measured by ELPAC (2022 CA Dashboard).
4. The District is committed to engaging learners by providing more opportunities and student choice. Middle school students will have more opportunities for exploratory classes and elementary students will be provided more opportunities in the area of art and music education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner enrollment in	2020-21 SIS Data Total enrollment = 200	2021-22 SIS Data Total enrollment = 171	2022-23 SIS Data Preschool (ages 0-5):		2023-24 SIS Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PreKindergarten will increase 5% each year.	Total EL enrollment = 85 (43%)	Total EL enrollment = 80 (47%)	Total enrollment = 248 Total EL enrollment = 104 (42%) Transitional kinder: Total enrollment = 96 Total EL enrollment = 32 (33%)		Total EL enrollment = 58%
PreK Dual language learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year.	Spring 2021 Kinder Readiness Assessments: 1. 49% of all PreK students met all Kinder Readiness Benchmarks 2. 25% of PreK Dual language learners met all Kinder Readiness Benchmark	New Baseline Spring 2022 (PreK Benchmarks have been realigned with kinder readiness skills) School Readiness Assessments: 1. 55% of all Preschool students met 80-100% of Kinder Readiness Benchmarks 2. 51% of dual language learners met 80-100% of Kinder Readiness Benchmarks	School Readiness Assessments: 1a. % of all Preschool & TK students meeting Kinder Readiness Benchmarks: Letter Names PS Upper 57%; TK 75% Letter Names PS Lower: 37%; TK 67% Number Identification: PS 52%; TK 83% Rote counting: PS 69%; TK 75% 1:1 Correspondence: PS 89%; TK 92% Name Writing: PS 100%; TK 88% 1b. % of Preschool & TK dual language learners meeting Kinder Readiness Benchmarks:		2023-24 1. 79% of all Preschool students met all Kindergarten Readiness Benchmarks 2. 55% of Preschool ELs will meet the Kindergarten Readiness Benchmarks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Letter Names Upper: PS 39%; TK 77% Letter Names Lower: PS 39%; TK 68% Number Identification: PS 50%; TK 77% Rote counting: PS 61%; TK 53% 1:1 Correspondence: PS 88%; TK 85% Name Writing: PS 100%; TK 95%		
School Readiness direct services to families will increase by at least 100 families each year.	2020-21 First 5 Data: 195 unduplicated families were served	2021-22 First 5 Data: 227 unduplicated families were served	2022-23 First 5 Data: 256 unduplicated families were served		2023-24 495 families served by School Readiness
The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year.	Baseline Spring 2021 DRA: TK/K = 63% 1st = 51% 2nd = 51% 3rd = Did not collect All Students = 44% Did not disaggregate DRA data by student group.	Winter 2022 DRA: TK/K = 52% 1st = 49% 2nd = 47% 3rd = 59% All Students = 51% White = 50% Hispanic = 48% Low SES = 45% Students with Disabilities = 36% English Learners = 44%	Winter 2023 DRA: K= 73% 1st = 66% 2nd = 53% 3rd = 67% All Students = 65% White = 71% Hispanic = 62% Low SES = 60% Students with Disabilities = 51% English Learners = 55% Reclassified ELs = 92%		Winter 2024 DRA: K= 93% 1st= 81% 2nd= 81% 3rd= 79% All K-3 Students= 81% White = 70% Hispanic = 68% Low SES = 65% Students with Disabilities = 56% English Learners = 64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Reclassified ELs = 97%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Math on winter MAP will increase at least 5% each year.	<p>MAP- MATH Spring 2021: Total 1st-6th grade student groups meeting/exceeding the 60th percentile</p> <p>All students= 27% White = 52% Hispanic = 18% Low SES = 17% Students with Disabilities = 13% Current English Learners = 10% Reclassified ELs = 24%</p> <p>All students by grade level: 1st = 33% 2nd = 30% 3rd = 27% 4th = 26% 5th = 25% 6th = 24% 7th = 24% 8th = 25%</p>	<p>MAP- MATH Winter 2022: Total 1st-8th grade student groups meeting/exceeding the 60th percentile:</p> <p>All Students= 31% White= 43% Hispanic= 27% Low SES= 22% Students with Disabilities= 22% Current English Learners= 9% Reclassified ELs= 42%</p> <p>All students by grade level: 1st = 25% 2nd = 40% 3rd = 42% 4th = 31% 5th = 32% 6th = 29% 7th = 23% 8th = 27%</p>	<p>MAP- MATH Winter 2023: Total 1st-8th grade student groups meeting/exceeding the 60th percentile:</p> <p>All Students= 35% White= 47% Hispanic= 28% Low SES= 28% Students with Disabilities= 24% Current English Learners= 12% Reclassified ELs= 46%</p> <p>All students by grade level: 1st = 26% 2nd = 40% 3rd = 47% 4th = 36% 5th = 27% 6th = 32% 7th = 34% 8th = 43%</p>		<p>MAP- MATH Winter 2024 Student groups 4th-8th. Total: 4th-8th grade student groups meeting/exceeding the 60th percentile:</p> <p>All Students= 42% White = 67% Hispanic = 33% Low SES = 32% Students with Disabilities = 28% Current English Learners = 25% Reclassified English Learners = 39%</p> <p>Student cohort groups by grade level meeting/exceeding the 60th percentile:</p> <p>1st = 48% 2nd = 45% 3rd = 42% 4th = 41% 5th = 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					6th = 39% 7th = 39% 8th = 40%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Reading on spring MAP will increase at least 5% each year.	<p>MAP- READING Spring 2021: Total 1st-6th grade student groups meeting/exceeding the 60th percentile:</p> <p>All students = 34% White = 46% Hispanic = 26% Low SES = 26% Students with Disabilities = 16% Current English Learners = 15% Reclassified ELs = 37%</p> <p>All students by grade level: 1st = 31% 2nd = 28% 3rd = 35% 4th = 44% 5th = 38% 6th = 36% 7th = 28% 8th = 29%</p>	<p>MAP- READING Winter 2022: Total 1st-8th grade student groups meeting/exceeding the 60th percentile:</p> <p>All Students= 37% White= 49% Hispanic= 30% Low SES= 29% Students with Disabilities= 25% Current English learners= 10% Reclassified ELs= 56%</p> <p>All students by grade level: 1st = 34% 2nd = 42% 3rd = 46% 4th = 34% 5th = 46% 6th = 41% 7th = 25% 8th = 31%</p>	<p>MAP- READING Winter 2023: Total 1st-8th grade student groups meeting/exceeding the 60th percentile:</p> <p>All Students= 40% White= 53% Hispanic= 33% Low SES= 33% Students with Disabilities= 28% Current English learners= 13% Reclassified ELs= 55%</p> <p>All students by grade level: 1st = 30% 2nd = 34% 3rd = 53% 4th = 37% 5th = 39% 6th = 45% 7th = 42% 8th = 41%</p>		<p>MAP- READING Winter 2024 Student groups 4th-8th. Total: 4th-8th grade student groups meeting/exceeding the 60th percentile:</p> <p>All Students = 49% White = 61% Hispanic = 41% Low SES = 41% Students with Disabilities = 31% Current English Learners = 30% Reclassified English Learners = 52%</p> <p>Student cohort groups by grade level meeting/exceeding the 60th percentile: 1st = 46% 2nd = 43% 3rd = 50% 4th = 59% 5th = 53% 6th = 51% 7th = 43%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					8th = 44%
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	<p>Fall 2019 CA Dashboard MATHEMATICS</p> <p>All students: YELLOW 25.8 points below standard Increased 6.6 Points</p> <p>White: GREEN 6.4 points above standard Increased 12 points</p> <p>Hispanic: YELLOW 44.5 points below standard Increased 4.2 Points</p> <p>Socioeconomically Disadvantaged: YELLOW 46.6 points below standard Increased 6.1 Points</p> <p>Students w/ Disabilities: ORANGE 95.5 points below standard Increased 24.2</p>	N/A for 2021-22	<p>Fall 2022 CA Dashboard MATHEMATICS</p> <p>All students: 39.9 points below standard</p> <p>White: 12.6 points below standard</p> <p>Hispanic: 57.2 points below standard</p> <p>Homeless: 97.8 points below standard</p> <p>Socioeconomically Disadvantaged: 59.7 points below standard</p> <p>Students w/ Disabilities: 100.7 points below standard</p> <p>English Learners: 78.1 points below standard</p>		<p>Fall 2024 CA Dashboard</p> <p>All students: GREEN 4.2 points above standard</p> <p>White: BLUE 23.6 points above standard</p> <p>Hispanic: GREEN 14.5 points below standard</p> <p>Homeless: 87.8 points below standard</p> <p>Socioeconomically Disadvantaged: GREEN 16.6 points below standard</p> <p>Students w/ Disabilities: YELLOW 65.5 points below standard</p> <p>All English Learners: GREEN</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners: YELLOW 63.9 points below standard Increased 7.2 points</p> <p>**EL Comparisons** Current English Learners: 84.2 points below standard Increased 10.9 Points</p> <p>Reclassified English Learners: 39.1 points below standard Increased 9.8 Points</p> <p>English Only: 9.6 points below standard Increased 7.1 points</p>		<p>**EL Comparisons** Current English Learners: 107.6 points below standard</p> <p>Reclassified English Learners: 33.2 points below standard</p> <p>English Only: 28.4 points below standard</p>		<p>33.9 points below standard</p> <p>**EL Comparisons** Current English Learners: 54.2 points below standard</p> <p>Reclassified English Learners: 9.1 points below standard</p> <p>English Only: 21 points above standard</p>
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	<p>Fall 2019 CA Dashboard ENGLISH LANGUAGE ARTS</p> <p>All students: YELLOW 3.9 points below standard Maintained 2.8 Points</p> <p>White: GREEN</p>	N/A for 2021-22	<p>Fall 2022 CA Dashboard ENGLISH LANGUAGE ARTS</p> <p>All students: 10.2 points below standard</p> <p>White: 11.8 points above standard</p>		<p>Fall 2024 CA Dashboard</p> <p>All students: GREEN 26.1 points above standard</p> <p>White: BLUE 52.5 points above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>22.5 points above standard Increased 4.5 points</p> <p>Hispanic:ORANGE 20.3 points below standard Maintained 1.9 points</p> <p>Socioeconomically Disadvantaged ORANGE 24.5 points below standard Maintained 2.9 points</p> <p>Students with Disabilities: ORANGE 77.3 points below standard Increased 12.6 points</p> <p>All English Learners: YELLOW 41.6 points below standard Increased 5 points</p> <p>**EL Comparisons** Current English Learners: 72.7 points below standard Increased 11.5 points</p>		<p>Hispanic: 25.2 points below standard</p> <p>Homeless: 77.1 points below standard</p> <p>Socioeconomically Disadvantaged: 30.4 points below standard</p> <p>Students with Disabilities: 81.6 points below standard</p> <p>All English Learners: 48.7 points below standard</p> <p>**EL Comparisons** Current English Learners: 82.8 points below standard</p> <p>Reclassified English Learners: 3.2 above standard</p> <p>English Only:</p>		<p>Hispanic: GREEN 10 points above standard</p> <p>Homeless: 67.1 points below standard</p> <p>Socioeconomically Disadvantaged: GREEN 5.5 points above standard</p> <p>Students with Disabilities: YELLOW 47.3 points below standard</p> <p>All English Learners: GREEN 1.6 points below standard</p> <p>**EL Comparisons** Current English Learners: 42.7 points below standard</p> <p>Reclassified English Learners: 26.5 points above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Reclassified English Learners: 3.5 points below standard Increased 8.1 points</p> <p>English Only: 10.9 points above standard Maintained 2.6 Points</p>		.4 points above standard		English Only: 40.9 points above standard
The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%.	<p>Fall 2019 CA Dashboard SPED PARTICIPATION RATE</p> <p>ELA Participation Rate= 94% Math Participation Rate= 94%</p>	N/A for 2021-22	<p>Fall 2022 CA Dashboard SPED PARTICIPATION RATE</p> <p>ELA Participation Rate= 94% Math Participation Rate= 94%</p>		<p>Fall 2024 CA Dashboard</p> <p>ELA & Math = 95% or greater</p>
English learners making Annual Progress in learning English as measured by ELPAC will increase at least 7% on the CA State Dashboard each year.	<p>Fall 2019 CA Dashboard ELPAC</p> <p>English Learner Progress = 48.1% (Medium)</p>	N/A for 2021-22	<p>Fall 2022 CA Dashboard ELPAC</p> <p>English Learner Progress = 51.1% (Medium)</p>		<p>Fall 2024 CA Dashboard</p> <p>English Learner Progress = 69.1% or greater</p>
District English learner reclassification rate will increase at least 3% each year.	<p>2019-20 CALPADS Data R-FEP rate = 7%</p>	<p>2020-21 CALPADS Data R-FEP rate = 3.8%</p>	<p>2021-22 CALPADS Data R-FEP rate= 18.3%</p>		<p>2023-24 District Data District R-FEP rate = 16% or greater</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-21 District Data CCSS aligned curriculum= 100%	2021-22 District Data CCSS aligned curriculum= 100%	2022-23 District Data CCSS aligned curriculum= 100%		2023-24 District Data Maintained 100%
District-wide, at least 65% of the students served in summer school programs will be students from our unduplicated student groups (Low SES, EL, foster).	2021 Summer School Program Unduplicated Percentages: District = 61.5% GES- 30% VO- 91% RO- 67.6% LC- 40.4% MRE- 49% MMS- 91%	2022 Summer School Program Unduplicated Percentages: District = 243/285 85% LC 30 /40 = 75% MRE 26 /36 = 72% RO 45 /57 = 79% VO 75 /81 = 93% GES 33 /40 = 83% MMS- N/A	2023 Summer Program Unduplicated Percentages: TBD		2023-24 Summer Program Unduplicated Percentages: District= 65% or higher GES- 50% VO- 91% RO- 67.6% LC- 50.4% MRE- 49% MMS- 91%
Misassignments of teachers will remain at 0.	2020-21 CALPADS Misassignments= 0	2021-22 CALPADS Misassignments= 2	2022-23 CALPADS Misassignments= TBD		2023-24 CALPADS Misassignments 0
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices- Will be maintained at 100%.	2020-21 District Data Access to professional development= 100%	2021-22 District Data Access to professional development= 100%	2022-23 District Data Access to professional development= 100%		2023-24 District Data Maintained at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents of unduplicated students will be represented at all stakeholder meetings (DAC, ELAC, DELAC, listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	2020-21 District Data Representation all education partner meetings= MET	2021-22 District Data Representation all education partner meetings= MET	2022-23 District Data Representation all education partner meetings= MET		2023-24 District Data MET
At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SPED PAC).	2020-21 District Data education partner participation= MET	2021-22 District Data education partner participation= MET	2022-23 District Data education partner participation= MET		2023-24 District Data MET
Parent CaISCHLS survey will be completed by a minimum of 750 families with an increase of 5% each year.	2021 CaISCHLS Parent Survey Responses= 862	2022 CaISCHLS Parent Survey Responses= 402	2023 CaISCHLS Parent Survey Responses= 485		2023-24 CaISCHLS Parent Survey Responses = 991 or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent use of SIS Parent Portal will increase 5% annually.	2020-21 SIS Data (new SIS system fall 2021)	2021-22 Parent Vue Data in Synergy Baseline= 67%	2022-23 Parent Vue Data in Synergy 64% of parents are using Parent Vue		2023-24 SIS Data Parent use of SIS Parent Portal= 77%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Pre-Kindergarten Program	Prioritize the enrollment of English learners, low socio-economic, foster, homeless and students with disabilities in the 3-4 year old preschool and transitional kindergarten program.	\$1,866,368.77	Yes
1.2	School Readiness Services	Fairsite provides direct services to high needs families through a comprehensive School Readiness (health screenings, parent education, literacy) and a home visitation program.	\$319,475.13	Yes
1.3	High Quality Certificated TK-8 Staffing	Attract and retain TK-8 certificated staffing for regular and special education classrooms.	\$15,393,272.33	No
1.4	Specialized Certificated Support	Provide specialized support with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth.	\$276,025.75	Yes
1.5	Administrative Staffing for Instructional Quality	School administration staffing to prioritize high quality instructional programs at the site and district level.	\$2,029,199.05	No

Action #	Title	Description	Total Funds	Contributing
1.6	Class Size Reduction	Further reduce TK-3 class size to 20:1 to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development.	\$1,386,476.83	Yes
1.7	AVID Program at Middle School	Further support the implementation of an AVID program at the middle school targeting high needs students with a focus on college pathways and explore expanding AVID into the elementary schools for 6th graders.	\$78,562.24	Yes
1.8	After school acceleration blocks and a summer school program	Prioritize academic support after school and summer acceleration opportunities for high need students; including learners with disabilities at elementary and middle school.	\$635,952.00	No
1.9	Instructional Assistant (IA) Intervention & Support	Provide IA support for high needs students in early reading and with additional personalized bilingual IA support for English learners in grades TK-3 and newcomers in grades 4th-8th.	\$892,915.52	Yes
1.10	Mainstreaming and Inclusive Practices for Students with Disabilities	Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming; increasing early intervention efforts at the prekindergarten level through a home visitation program and the expansion of a full inclusion model.	\$2,052,596.72	No
1.11	Dual Language Immersion (DLI) Program and newcomer supports	Continue to develop the PreK-8 DLI program and provide professional development to BCLAD teachers; support newcomers in grades 4-8 with bilingual instructional assistants.	\$1,118,888.32	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Academic Conferences	Continue to hold academic conferences with grade level teams to analyze and review student data, deliver coordinated professional learning with content connections for MTSS, and plan for strategic/intensive supports. Academic/Data TOSA will support data analysis and planning for equitable student supports.	\$185,828.76	No
1.13	Literacy Instruction and Intervention	Support the acceleration of literacy with small group instruction for students identified through the MTSS process and co-teaching/modeling in classrooms using intervention TOSAs at each K-6 elementary school.	\$631,320.87	No
1.14	Professional Learning	Certificated and classified staff participate in professional learning important to improving student achievement and increasing capacity building related to curriculum, instruction, assessment, acceleration and data analysis. Continued support will be provided with the implementation of support for social emotional learning. Various opportunities for collaboration will be in place to share strategies which produce the most profound impact on students who are not yet meeting district targets and meeting grade level standards.	\$250,000.00	No
1.15	Home Learning Academy	Bright Future Home Learning Academy provides in-person and online learning for students, enrichment opportunities and a learning hub for academic support.	\$146,609.13	No
1.16	Core Curriculum Sufficiency	Continue to ensure that all students have access to materials aligned to California content standards and that all general education and special education teachers have the needed instructional resources. Implement a math pilot to prepare for the 2024 math adoption.	\$270,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.17	Supplemental Curriculum and Online Resources for High Needs Learners	Increase equity and access to resources for English learners, low income, homeless and foster youth. Continue to support individual learning pathways through online learning courseware.	\$615,108.00	Yes
1.18	Access to Technology	Provide 1-to-1 student mobile devices and classroom technology to strengthen youth voice and choice in blended learning environments and innovation opportunities and ensure availability of wifi for students with little or no internet access at home.	\$482,072.39	No
1.19	Parent Engagement and Leadership Development	Increase parent engagement and participation in their children's education, improve home-school communication and provide parent education for College and Career Readiness.	\$355,875.77	Yes
1.20	Additional Transportation Services	Provide transportation support services to increase student access for additional middle school route, after school programs and summer learning opportunities.	\$84,747.42	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

None at this time.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

One of the overarching differences is that salaries related to this goal received an 8% increase after the LCAP adoption. Summer school for June 2023 will be a larger program than planned originally. Additional resources were spent on Early Prevention and Intervention. Increases in Special Education enrollment created a need for additional instructional assistants. Only one Home Learning Academy teacher was hired, not two. Additional one-time funding was used to increase the number of chromebooks refreshed.

An explanation of how effective the specific actions were in making progress toward the goal.

Multiple actions related to staffing (certificated and classified), professional development and resources contributed to student progress in English proficiency, ELA and Math as demonstrated by the positive growth:

- When comparing ELPAC, the data shows an increase in 2-year same cohort growth= 5th grade 17% to 27% (+10%), 6th grade 17% to 44% (+27%), 7th grade 21% to 36% (+15%).
- District Reading Assessments: All current 3rd grade classes, from all schools, met or exceeded the growth target.
- MAP Reading: 2nd to 3rd grade increased by 11% exceeding the 5% target.
- MAP Math: 1st to 2nd grade increased by 15%; 2nd to 3rd increased by 7%; 7th to 8th grade increased by 8%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric deleted:- art education: Healthy HeARTs program was moved to afterschool- expanded learning

Metric moved- Facilities metrics (Williams & FIT reports) were moved from Goal 1 to Goal 2 after Goal 2 was revised to include: "in a variety of safe and supportive environments"

Metric revised- Dashboard Metrics- added Homeless student group to metrics

Metric revised- Parent use of SIS Parent Portal was revised due to no baseline the first year of LCAP

Actions deleted and renumbered:

1.3 Early Prevention & Intervention - was combined with action 1.2 (School Readiness Services) and action 1.10 (Mainstreaming and Inclusive Practices for Students with Disabilities)

1.13 English Learner Newcomer Support - combined with 1.11 (revised to read: Dual Language Immersion (DLI) Program and newcomer supports)

Action title changes:

1.13 Early Reading Instruction title was revised to Literacy Instruction and Intervention

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

An explanation of why the LEA has developed this goal.

A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) for students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal setting, positive relationships and responsible decisions.

Data demonstrates the need to support specific student groups to increase meaningful engagement and participation in school: Hispanic, students with disabilities (SWD), and homeless. These student groups have higher rates for chronic absenteeism and suspensions.

- Chronic Absenteeism Rate from the 2022 CA Dashboard: All students= 46.2%, Hispanic= 48.6%, SWD= 53.8%, Homeless= 61.3%.
- Suspension Rate from the 2022 CA Dashboard: All students= 1.7%, Hispanic= 1.9%, SWD= 3%, Homeless= 0%.
- District Expulsion Data (number of students expelled in the 2022-23 school year): All students= 5; Hispanic = 5.

All educational partners (DAC, DELAC, SPED PAC, Admin., etc.) have identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day. All students will be receiving SEL support through the Second Step curriculum adoption.

The District continues to support SEL with additional support staff: counselors, social workers, mental health clinicians and behavior support staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall daily District attendance will be maintained at 96% or greater.	2019-20 Average Daily Attendance (ADA)= 95.2%	2020-21 Average Daily Attendance (ADA)= No Data 2021-22 Average Daily Attendance	2022-23 Average Daily Attendance (ADA)= 93% as of May 2023		2024 Average Daily Attendance (ADA) District ADA= 96% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(ADA)= 87.3% as of May 2022			
Chronic absenteeism will decrease by 1% or greater for every student subgroup.	<p>2019 CA Dashboard: % Chronically Absent</p> <p>All students: 11.6% Student Groups: English Learners: 11.5% Students w/ Disabilities: 17.7% Socioeconomically Disadvantaged: 14.2% Hispanic: 12.4% White: 10.3%</p>	<p>CA Dashboard- No data for 2020 or 2021 % Chronically Absent</p> <p>2021-22 Local Data in Synergy District- 28% GES- 34% VO- 30% RO- 23% LC- 29% MRE- 21% MMS- 29%</p>	<p>2022 CA Dashboard % Chronically Absent</p> <p>All Students: 46.2% - Very High Student Groups: English Learners: 46.1% Students with Disabilities: 53.8% Socioeconomically Disadvantaged: 50.5% Homeless: 61.3% Hispanic: 48.6% White: 44.8%</p>		<p>2024 CA Dashboard: % Chronically Absent</p> <p>All students: 8.6% English Learners: 8.5% Students w/ Disabilities: 14.7% Socioeconomically Disadvantaged: 11.2% Homeless: 11.2% Hispanic: 9.4% White: 7.3%</p>
The suspension rate will decrease by 0.1% or greater for every student subgroup.	<p>2019 CA Dashboard: Percent Suspended at Least 1 Day</p> <p>All students: 3% English Learners: 1.8% Students w/ Disabilities: 4.7% Socioeconomically Disadvantaged: 3.7% Hispanic: 3.4% White: 2.4%</p>	<p>CA Dashboard- No data for 2020 & 2021 Percent Suspended at Least 1 Day</p> <p>2021-22 District Data: District- 2% GES- .4% VO- 2% RO- .5% LC- .4% MRE- 1% MMS- 5%</p>	<p>2022 CA Dashboard Percent Suspended at Least 1 Day</p> <p>All Students: 1.7% English Learners: 1.4% Students with Disabilities: 3% Socioeconomically Disadvantaged: 1.8% Homeless: 0% Hispanic: 1.9% White: 1.6%</p>		<p>2024 CA Dashboard: Percent Suspended at Least 1 Day</p> <p>All students: 1.5% English Learners: 5% Students w/ Disabilities: 1.7% Socioeconomically Disadvantaged: 1.5% Homeless: 1.5% Hispanic: 1.5% White: 2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The expulsion rate will decrease by 0.1% or greater for every subgroup.	2020-21 CDE DataQuest All students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students w/ Disabilities:0 English Learners: 0	2021-2022 CDE DataQuest All Students: 5; rate: 0.1% White: 0; rate: 0% Hispanic: 5; rate: 0.2% Low SES: 3; rate: 0.1% Homeless: 0; rate: 0% Students with Disabilities: 1; rate: 0.2% English Learners: 1; rate: 0.1%	2022-23 District Data: All Students: 5 White: 0 Hispanic: 5 Low SES: 5 Homeless: 0 Students with Disabilities: 0 English Learners: 1		2023-24 CDE DataQuest All students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students w/ Disabilities:0 English Learners: 0
The middle school dropout rate will be maintained at 0% for all student subgroups.	2020-21 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2021-22 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	2022-23 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0		2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0
Safety and School Connectedness:	2021 CaISCHLS Parent Survey Data:	2022 CaISCHLS Parent Survey Data:	2023 CaISCHLS Parent Survey Data:		2024 CaISCHLS Parent Survey Data:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	<p>Percentage responding "STRONGLY AGREE"</p> <p>This school...</p> <p>Encourages me to be an active partner. Elementary: 37% Middle: 22%</p> <p>Makes me feel welcome to participate. Elementary: 35% Middle: 19%</p> <p>Supports student learning environment: Elementary: 34% Middle: 21%</p> <p>Is a safe place for my child. Elementary: 46% Middle: 30%</p> <p>Has adults who really care about students. Elementary: 41% Middle: 24%</p> <p>Communicates with parents about school. Elementary: 46%</p>	<p>Percentage responding "STRONGLY AGREE"</p> <p>Elementary parent responses: 327 Middle School parent responses: 75</p> <p>This school...</p> <p>Encourages me to be an active partner. Elementary: 33% Middle: 27%</p> <p>Makes me feel welcome to participate. Elementary: 31% Middle: 16%</p> <p>Supports student learning environment: Elementary: 31% Middle: 23%</p> <p>Is a safe place for my child. Elementary: 40% Middle: 23%</p> <p>Has adults who really care about students. Elementary: 40%</p>	<p>Percentage responding "STRONGLY AGREE"</p> <p>Elementary parent responses: 389 Middle School parent responses: 96</p> <p>This school...</p> <p>Encourages me to be an active partner. Elementary: 43% Middle: 10%</p> <p>Makes me feel welcome to participate. Elementary: 46% Middle: 5%</p> <p>Supports student learning environment: Elementary: 43% Middle: 13%</p> <p>Is a safe place for my child. Elementary: 45% Middle: 6%</p> <p>Has adults who really care about students. Elementary: 49%</p>		Percentage of parents responding Strongly Agree on all responses on the annual CalSCHLS Survey is at 50% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Middle: 22%</p> <p>Treats all students with respect. Elementary: 45% Middle: 34%</p> <p>Has clean and well-maintained facilities. Elementary: 44% Middle: 28%</p>	<p>Middle: 21%</p> <p>Communicates with parents about school. Elementary: 48% Middle: 27%</p> <p>Treats all students with respect. Elementary: 40% Middle: 28%</p> <p>Has clean and well-maintained facilities. Elementary: 35% Middle: 24%</p>	<p>Middle: 11%</p> <p>Communicates with parents about school. Elementary: 53% Middle: 22%</p> <p>Treats all students with respect. Elementary: 50% Middle: 19%</p> <p>Has clean and well-maintained facilities. Elementary: 46% Middle: 14%</p>		
<p>Safety and School Connectedness: Percentage of students in grades 5-8 responding, “Yes, most or all of the time” on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.</p>	<p>2021 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 26%, Grade 6 = 24%, Grade 7 = 77%, Grade 8 = 74%</p> <p>Percentage responding “YES, MOST OR ALL OF THE TIME”</p> <p>Students feel connected to school:</p>	<p>2022 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 54%, Grade 6 = 50%, Grade 7 = 61%, Grade 8 = 69%</p> <p>Percentage responding “YES, MOST OR ALL OF THE TIME”</p> <p>Students feel connected to school:</p>	<p>2023 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 59%, Grade 6 = 69%, Grade 7 = 63%, Grade 8 = 70%</p> <p>Percentage responding “YES, MOST OR ALL OF THE TIME”</p> <p>Students feel connected to school:</p>		<p>2024 CalSCHLS Data: Percentage of students in grades 5-8 responding “Yes, most or all of the time” for all responses on the annual CalSCHLS survey will have increased by 15%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 = 74%, Grade 6 = 77%, Grade 7 = 63%, Grade 8 = 60%	Grade 5 = 70%, Grade 6 = 67%, Grade 7 = 63%, Grade 8 = 55%	Grade 5 = 73%, Grade 6 = 67%, Grade 7 = 51%, Grade 8 = 52%		
	Students are academically motivated: Grade 5 = 77%, Grade 6 = 77%, Grade 7 = 63%, Grade 8 = 60%	Students are academically motivated: Grade 5 = 81%, Grade 6 = 76%, Grade 7 = 67%, Grade 8 = 63%	Students are academically motivated: Grade 5 = 86%, Grade 6 = 80%, Grade 7 = 61%, Grade 8 = 62%		
	Students have a caring adult in school: Grade 5 = 78%, Grade 6 = 77%, Grade 7 = 67%, Grade 8 = 59%	Students have a caring adult in school: Grade 5 = 70%, Grade 6 = 65%, Grade 7 = 58%, Grade 8 = 54%	Students have a caring adult in school: Grade 5 = 69%, Grade 6 = 68%, Grade 7 = 53%, Grade 8 = 59%		
	Students have social and emotional learning supports: Grade 5 = 79%, Grade 6 = 83%, Grade 7 = 64%, Grade 8 = 58%	Students have social and emotional learning supports: Grade 5 = 74%, Grade 6 = 71%, Grade 7 = 67%, Grade 8 = 64%	Students have social and emotional learning supports: Grade 5 = 73%, Grade 6 = 73%, Grade 7 = 49%, Grade 8 = 49%		
	My school has an anti-bullying climate: Grade 5 = 78%, Grade 6 = 75%, Grade 7 = 48%, Grade 8 = 37%	My school has an anti-bullying climate: Grade 5 = 75%, Grade 6 = 70%, Grade 7 = 43%, Grade 8 = 38%	My school has an anti-bullying climate: Grade 5 = 74%, Grade 6 = 73%, Grade 7 = 34%, Grade 8 = 36%		
	I feel safe at school:	I feel safe at school:	I feel safe at school:		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 69%, Grade 8 = 64%</p> <p>Cyberbullying is a problem: Grade 5 = 10%, Grade 6 = 14%, Grade 7 = 19%, Grade 8 = 23%</p>	<p>Grade 5 = 72%, Grade 6 = 73%, Grade 7 = 60%, Grade 8 = 61%</p> <p>Cyberbullying is a problem: Grade 5 = 27%, Grade 6 = 21%, Grade 7 = 31%, Grade 8 = 36%</p>	<p>Grade 5 = 81%, Grade 6 = 68%, Grade 7 = 44%, Grade 8 = 66%</p> <p>Cyberbullying is a problem: Grade 5 = 16%, Grade 6 = 24%, Grade 7 = 32%, Grade 8 = 30%</p>		
<p>Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Staff participation in the survey will increase by 50%.</p>	<p>2021 CalSCHLS Data: 59% of staff participated in the survey.</p> <p>Percentage of staff responding "Strongly Agree"</p> <p>Caring adult relationships: Elementary = 57%, Middle = 45%</p> <p>Promotion of parental involvement: Elementary = 45%, Middle = 27%</p>	<p>2022 CalSCHLS Data: 27% of staff participated in the survey.</p> <p>Percentage of staff responding "Strongly Agree"</p> <p>Caring adult relationships: Elementary = 52%, Middle = 32%</p> <p>Promotion of parental involvement: Elementary = 42%, Middle = 20%</p>	<p>2023 CalSCHLS Data: 51% of staff participated in the survey.</p> <p>Percentage of staff responding "Strongly Agree"</p> <p>Caring adult relationships: Elementary = 51%, Middle = 34%</p> <p>Promotion of parental involvement: Elementary = 44%, Middle = 27%</p>		<p>2024 CalSCHLS Data: At least 75% of staff will participate in the survey. Staff responding "Strongly Agree" for all responses on the annual CalSCHLS survey will increase by 15%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Positive student learning environment: Elementary = 55%, Middle = 40%</p> <p>Support for social emotional learning: Elementary = 47%, Middle = 20%</p> <p>Anti Bullying climate: Elementary = 42%, Middle = 30%</p> <p>Positive staff working environment: Elementary = 42%, Middle = 35%</p> <p>Is school safe for students: Elementary = 51%, Middle = 45%</p> <p>Respect for diversity: Elementary = 45%, Middle = 31%</p>	<p>Positive student learning environment: Elementary = 51%, Middle = 41%</p> <p>Support for social emotional learning: Elementary = 43%, Middle = 22%</p> <p>Anti Bullying climate: Elementary = 36%, Middle = 19%</p> <p>Positive staff working environment: Elementary = 38%, Middle = 29%</p> <p>Is school safe for students: Elementary = 53%, Middle = 22%</p> <p>Respect for diversity: Elementary = 40%, Middle = 22%</p>	<p>Positive student learning environment: Elementary = 52%, Middle = 30%</p> <p>Support for social emotional learning: Elementary = 45%, Middle = 27%</p> <p>Anti Bullying climate: Elementary = 44%, Middle = 24%</p> <p>Positive staff working environment: Elementary = 42%, Middle = 20%</p> <p>Is school safe for students: Elementary = 49%, Middle = 22%</p> <p>Respect for diversity: Elementary = 43%, Middle = 28%</p>		
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	<p>2020-21 FIT Reports</p> <p>Greer- FAIR Valley Oaks- FAIR River Oaks- FAIR Lake Canyon- GOOD</p>	<p>2021-22 FIT Reports</p> <p>Greer- GOOD Valley Oaks- FAIR River Oaks- GOOD Lake Canyon- GOOD</p>	<p>2022-23 FIT Reports</p> <p>Greer- FAIR Valley Oaks- FAIR River Oaks- GOOD Lake Canyon- FAIR Marengo Ranch- FAIR</p>		<p>2023-24 FIT Reports</p> <p>All district Facilities will be maintained at "GOOD"</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Marengo Ranch- GOOD McCaffrey- FAIR	Marengo Ranch- GOOD McCaffrey- FAIR Fairsite- FAIR	McCaffrey- FAIR Fairsite- FAIR		
Williams Facilities Complaints will be maintained at ZERO (0).	2020-21 State Data Complaints= 0	2021-22 State Data Complaints= 0	2022-23 State Data Complaints= 0		2020-21 State Data Maintained at zero (0) complaints

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support for High Needs Students, Individual Growth and Safe Schools	Sustain additional site-based administration to identify and provide support for unduplicated students for individual growth through ongoing monitoring of individual growth targets, assessments and service coordination as they transition from elementary, middle school and high school.	\$665,977.87	Yes
2.2	Student Services: Counseling, Mental Health, Social Emotional and Safety Supports	Sustain a Social Worker or School Counselor in every school to provide mental health services, social emotional, behavior and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth. Student safety and well-being will be supported by School Resource Officers (SRO) with a focus on prevention. A wellness center and an alternative education classroom at the middle school will support students who have individual SEL needs.	\$902,655.97	Yes
2.3	Expanded Learning and Enrichment	Expanded Learning and Enrichment Programs will support learners at all school sites and offer a variety of expanded learning and culturally	\$2,608,266.16	No

Action #	Title	Description	Total Funds	Contributing
		relevant enrichment opportunities (sports, music, art, STEAM, environmental education, etc.) during and after the school day.		
2.4	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Support	Each site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional learning supports for all students. MTSS team meetings, professional development, Behavior Analysts, Registered Behavior Technicians (RBTs) and school community collaboration are key elements.	\$2,464,371.04	No
2.5	Facility Maintenance	Ensure all facilities are safe, well-maintained and clean.	\$1,466,074.00	No
2.6	Social Emotional Learning (SEL)	All schools will implement the Second Step SEL curriculum with students in PreK-8 and participate in identifying/building on students' talents and strengths.	\$55,000.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions not implemented:

Student Arts and Mentoring Program (Action 2.7) SCOE was unable to hire staff to fulfill the MOU.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

One of the overarching differences is that salaries related to this goal received an 8% increase after the LCAP adoption. There was a delay in the implementation of Healthy Hearts and Minds and the Social Emotional Learning curriculum did not need to be purchased again in 2022-23.

An explanation of how effective the specific actions were in making progress toward the goal.

Multiple actions related to staffing (certificated and classified) and programs contributed to the following progress:

- Average Daily Attendance increased from 87% to 93%
- Suspensions decreased for all students from 3% to 1.7% on the CA Dashboard
- Expanded Learning Opportunity Program (ELOP) served 60-70 students at each of the new ELOP sites in year 1 of implementation

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Deleted items updated and renumbered:

- Deleted: 2.1 "Strengths-based Education" was folded into 2.3 "Expanded Learning": Expanded Learning Coordinator "and 2.6 "Social Emotional Learning -SEL": Strength-Finder tests.
- Deleted: 2.6 "Positive Behavior Interventions and support" was combined into 2.5 "Multi-Tiered Systems of Support"
- Deleted 2.7 "Student Arts and Mentoring Program" was folded into 2.3 "Expanded Learning"

Revised actions/metrics:

- 2.2 (old 2.3) action updated to read "Student Services: Counseling, Mental Health, Social Emotional and Safety Supports" and revised to include an alternative education classroom.
- Facilities metrics (Williams & FIT reports) were moved from Goal 1 to Goal 2 after Goal 2 was revised to include: "in a variety of safe and supportive environments"

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,207,188	\$259,765

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.21%	0.00%	\$0.00	15.21%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Action: 2.1:
 Support for High Needs Students, Individual Growth and Safe Schools:
 GJUESD will sustain site-based certificated administration levels for personalized learning implementation. Assistant Principals (APs) shared between schools will continue instructional leadership efforts with responsive support to define, implement personalization efforts to improve outcomes for English learners, low socio-economic and foster youth in grades TK-8. APs will support site efforts through 1) ongoing monitoring of individual learner growth targets with strategic actions and services 2) cognitive coaching for educator effectiveness through mini-observations with face-to-face feedback and 3) coherent services coordination. Personalization is a proven effective practice that supports the individual learner growth of our unduplicated students because it is paced to learning needs (i.e., individualized), tailored to learning preferences (i.e., differentiated), and tailored to the specific interests of different learners. On the 2023 Winter MAP assessments 40% performed at or above the 60th percentile in Reading and 35% performed at or above the 60th percentile in Math.

Actions 2.3, 1.7, 1.19, 1.20:

Student Services: Counseling, Mental Health, Social Emotional and Safety Supports, AVID, Parent engagement and additional transportation. Social workers/counselors in every school provide targeted social emotional, behavior, language and academic supports to high needs students and families. Student attendance is a major factor in increasing academic performance for our unduplicated student population. The importance of regular attendance is a focus at monthly ELAC/DELAC (site and District English learner advisory committee) meetings. Daily attendance is also bolstered by providing additional transportation routes to help get our unduplicated learners to and from school. In addition to attendance, efforts to increase parent engagement & leadership development and participation in their children's education also support our learners in their transition PreK through 8th grade. Research validates the positive effects these strategic positions and services have on the social-emotional and academic success of these high needs learners. 2022-23 local data reported a slight decrease in the district suspension rate and chronic absenteeism.

Actions 1.4, 1.6, 1.9, 1.17:

Specialized certificated support, TK-3 Class Size, Instructional Assistants, Supplemental Resources-

Winter 2023 District Reading Assessment data shows that 65% of third grade students met grade level benchmarks. GJUESD will continue to reduce TK-3 class size beyond the 24:1 base through certificated staffing in order to more effectively address students not meeting grade level standards. Unduplicated learners will benefit through increased time for high quality personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development. Supplemental curriculum and online courseware will further support the academic needs of the unduplicated student population. Additional personalized support for English learners, low socio-economic and foster youth will be provided through increased instructional assistants providing individual and small group support during the regular school day. Winter 2022 to Winter 2023 MAP assessment results demonstrated a slight improvement for ELA and Mathematics in grades 3-8.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Galt Joint Union Elementary School District estimates to receive \$5,207,188 in the supplemental and concentration portion of the LCFF supporting our 15.21% unduplicated learners. Across 2021 & 2022 the majority of our English Learners (42%) continued to score at level 3 ("moderately developed") and our unduplicated students continue to perform lower than the white student group. The GJUESD's foundational strategies include a system for personalization for high quality learning through equity, excellence, engagement and innovation. This is achieved by supporting learners, families and staff in the development of flexible and equitable learning environments, ensuring mastery of the highest learning standards in pursuit of each learner's goals.

The majority of these funds will continue to be spent on personnel hired to increase or improve services for our unduplicated learners through a range of researched-based supports and services for growth accomplishments. Studies show that English learners and socio-economically disadvantaged students enter kindergarten less prepared than other student groups.

1.2 At Fairsite Elementary and Early Learning Center- School Readiness services for high needs families with children ages 0-5 years old. Participation of our dual language learner families in the school readiness services (home visiting program, PreK classes) has increased. Every classroom in preschool and TK at Fairsite have at least one bilingual (Eng./Span.) staff member.

1.7 At McCaffrey Middle and Lake Canyon Elementary Schools- AVID program targeting high needs learners with a focus on college pathways.

1.11 At Fairsite and Valley Oaks Schools-Continue to develop and implement a dual language immersion program and providing professional development to bilingual teachers.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional dollars are used to provide additional staff, for example: bilingual instruction (1.9), office and outreach assistants (1.19), social workers (2.2), home visitors (1.2), additional teachers to reduce class sizes (1.6), additional transportation services to ensure students get to school (1.20).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	26:1	20:1
Staff-to-student ratio of certificated staff providing direct services to students	20:1	16:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,538,229.88	\$4,833,231.50	\$1,007,277.81	\$2,854,900.85	\$37,233,640.04	\$33,584,063.04	\$3,649,577.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Pre-Kindergarten Program	English Learners Foster Youth Low Income	\$851,980.20	\$678,056.58	\$31,880.75	\$304,451.24	\$1,866,368.77
1	1.2	School Readiness Services	English Learners Foster Youth Low Income	\$51,334.50	\$60,999.05	\$207,141.58		\$319,475.13
1	1.3	High Quality Certificated TK-8 Staffing	All	\$15,393,272.33				\$15,393,272.33
1	1.4	Specialized Certificated Support	English Learners Foster Youth Low Income	\$167,975.75			\$108,050.00	\$276,025.75
1	1.5	Administrative Staffing for Instructional Quality	All	\$2,029,199.05				\$2,029,199.05
1	1.6	Class Size Reduction	English Learners Foster Youth Low Income	\$1,386,476.83				\$1,386,476.83
1	1.7	AVID Program at Middle School	English Learners Foster Youth Low Income	\$78,562.24				\$78,562.24
1	1.8	After school acceleration blocks and a summer school program	Homeless Students with Disabilities English Learners Foster Youth Low Income	\$253,181.00	\$382,771.00			\$635,952.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Instructional Assistant (IA) Intervention & Support	English Learners Foster Youth Low Income	\$641,326.89			\$251,588.63	\$892,915.52
1	1.10	Mainstreaming and Inclusive Practices for Students with Disabilities	Students with Disabilities	\$1,201,717.85	\$67,840.30		\$783,038.57	\$2,052,596.72
1	1.11	Dual Language Immersion (DLI) Program and newcomer supports	English Learners	\$1,079,888.32		\$39,000.00		\$1,118,888.32
1	1.12	Academic Conferences	All		\$160,893.76		\$24,935.00	\$185,828.76
1	1.13	Literacy Instruction and Intervention	All		\$631,320.87			\$631,320.87
1	1.14	Professional Learning	All		\$185,000.00		\$65,000.00	\$250,000.00
1	1.15	Home Learning Academy	All		\$12,597.48		\$134,011.65	\$146,609.13
1	1.16	Core Curriculum Sufficiency	All		\$270,000.00			\$270,000.00
1	1.17	Supplemental Curriculum and Online Resources for High Needs Learners	English Learners Foster Youth Low Income	\$224,190.00	\$200,000.00		\$190,918.00	\$615,108.00
1	1.18	Access to Technology	All		\$70,572.39		\$411,500.00	\$482,072.39
1	1.19	Parent Engagement and Leadership Development	English Learners Foster Youth Low Income	\$279,713.09	\$12,524.12	\$43,991.44	\$19,647.12	\$355,875.77
1	1.20	Additional Transportation Services	English Learners Foster Youth Low Income	\$84,747.42				\$84,747.42
2	2.1	Support for High Needs Students, Individual Growth and Safe Schools	English Learners Foster Youth Low Income	\$476,084.84			\$189,893.03	\$665,977.87

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Student Services: Counseling, Mental Health, Social Emotional and Safety Supports	English Learners Foster Youth Low Income	\$642,610.22			\$260,045.75	\$902,655.97
2	2.3	Expanded Learning and Enrichment	All	\$1,003,033.17	\$1,605,232.99			\$2,608,266.16
2	2.4	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Support	All	\$1,226,862.18	\$440,422.96	\$685,264.04	\$111,821.86	\$2,464,371.04
2	2.5	Facility Maintenance	All	\$1,466,074.00				\$1,466,074.00
2	2.6	Social Emotional Learning (SEL)	All		\$55,000.00			\$55,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$34,236,279	\$5,207,188	15.21%	0.00%	15.21%	\$5,964,890.30	0.00%	17.42 %	Total:	\$5,964,890.30
								LEA-wide Total:	\$3,903,125.04
								Limited Total:	\$1,209,785.06
								Schoolwide Total:	\$851,980.20

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Pre-Kindergarten Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairsite PreKindergarten	\$851,980.20	
1	1.2	School Readiness Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fairsite Preschool Prekindergarten	\$51,334.50	
1	1.4	Specialized Certificated Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,975.75	
1	1.6	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,386,476.83	
1	1.7	AVID Program at Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School	\$78,562.24	
1	1.8	After school acceleration blocks and a summer school program			English Learners Foster Youth Low Income		\$253,181.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Instructional Assistant (IA) Intervention & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$641,326.89	
1	1.11	Dual Language Immersion (DLI) Program and newcomer supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Oaks, Fairview, McCaffrey	\$1,079,888.32	
1	1.17	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$224,190.00	
1	1.19	Parent Engagement and Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$279,713.09	
1	1.20	Additional Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,747.42	
2	2.1	Support for High Needs Students, Individual Growth and Safe Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$476,084.84	
2	2.2	Student Services: Counseling, Mental Health, Social Emotional and Safety Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$642,610.22	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$32,711,020.04	\$37,347,856.41

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Pre-Kindergarten Program	No	\$1,656,949.89	\$1,785,428.43
1	1.2	School Readiness Services	Yes	\$264,790.44	\$315,016.54
1	1.3	Early Prevention and Intervention	No	\$110,129.41	\$215,570.60
1	1.4	High Quality Certificated TK-8 Staffing	No	\$15,095,194.01	\$16,160,056.05
1	1.5	Specialized Certificated Support	Yes	\$291,344.74	\$329,791.04
1	1.6	Administrative Staffing for Instructional Quality	No	\$1,843,806.89	\$2,027,176.01
1	1.7	Class Size Reduction	Yes	\$1,330,375.81	\$1,447,016.61
1	1.8	AVID Program at Middle School	Yes	\$121,306.68	\$132,055.37
1	1.9	Expanded Learning acceleration blocks after school and Summer Programs	No	\$658,384.00	\$941,799.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Instructional Assistant (IA) Support	Yes	\$881,475.56	\$858,595.64
1	1.11	Mainstreaming and Inclusive Practices	No	\$1,363,894.74	\$1,835,089.71
1	1.12	Bilingual Education and Dual Language Immersion (DLI) Development	Yes	\$857,160.12	\$1,007,583.91
1	1.13	English Learner Newcomer Support	Yes	\$54,572.02	\$41,840.95
1	1.14	Academic Conferences	No	\$150,380.26	\$161,553.91
1	1.15	Early Reading Instruction	No	\$274,802.87	\$299,097.00
1	1.16	Professional Learning	No	\$332,325.00	\$464,545.00
1	1.17	Home Learning Academy	No	\$255,197.81	\$141,936.63
1	1.18	Core Curriculum Sufficiency	No	\$197,336.00	\$311,765.34
1	1.19	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	\$366,959.00	\$417,337.00
1	1.20	Access to Technology	No	\$191,383.55	\$631,375.06
1	1.21	Parent Engagement and Leadership Development	Yes	\$270,048.21	\$329,344.17

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.22	Additional Transportation Services	Yes	\$53,944.11	\$73,504.75
2	2.1	Strengths-based Education	Yes	\$212,606.12	\$154,095.56
2	2.2	Support for High Needs Students, Individual Growth, and Safe Schools	Yes	\$932,577.09	\$832,810.32
2	2.3	Mental Health, Counseling and SEL intervention Services	Yes	\$961,856.43	\$959,281.21
2	2.4	Expanded Learning and Enrichment	Yes	\$1,966,019.33	\$3,007,166.76
2	2.5	Multi-Tiered Systems of Support (MTSS)	No	\$1,741,530.93	\$2,246,420.09
2	2.6	Positive Behavior Interventions and Supports (PBIS)	No	\$165,669.02	\$220,602.92
2	2.7	Student Arts & Mentoring Program	No	\$99,000.00	\$0.00
2	2.8	Social Emotional Learning (SEL)	No	\$10,000.00	\$0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,212,720	\$5,611,312.04	\$5,775,978.50	(\$164,666.46)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	School Readiness Services	Yes	\$46,473.47	\$60,146.33		
1	1.5	Specialized Certificated Support	Yes	\$186,661.74	\$217,291.04		
1	1.7	Class Size Reduction	Yes	\$1,330,375.81	\$1,447,016.61		
1	1.8	AVID Program at Middle School	Yes	\$121,306.68	\$132,055.37		
1	1.10	Instructional Assistant (IA) Support	Yes	\$605,570.89	\$606,229.75		
1	1.12	Bilingual Education and Dual Language Immersion (DLI) Development	Yes	\$793,160.12	\$864,212.91		
1	1.13	English Learner Newcomer Support	Yes	\$54,572.02	\$41,840.95		
1	1.19	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	\$184,691.00	\$218,101.00		
1	1.21	Parent Engagement and Leadership Development	Yes	\$160,821.70	\$219,528.38		
1	1.22	Additional Transportation Services	Yes	\$53,944.11	\$73,504.75		
2	2.1	Strengths-based Education	Yes	\$58,303.06	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Support for High Needs Students, Individual Growth, and Safe Schools	Yes	\$544,514.02	\$589,680.25		
2	2.3	Mental Health, Counseling and SEL intervention Services	Yes	\$656,353.07	\$506,943.12		
2	2.4	Expanded Learning and Enrichment	Yes	\$814,564.35	\$799,428.04		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$32,652,049	\$5,212,720	0.00%	15.96%	\$5,775,978.50	0.00%	17.69%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.464 Board Consideration of Approval of GJUESD 2023-24 Adopted Budget
Presenter: Nicole Lorenz	Action Item: XX Information Item:

The Fiscal Services team has prepared the 2023-24 budget for your review. This budget reflects projections based from the May Revise. Carryover from fiscal year 2022-23 and adoption of the State budget may change these projections. Substantial changes could require budget revisions brought to the Board for approval in August or September.

Assumptions that impact the 2023-24 budget and multi-year financial analysis:

- COLA Projections
- 2023-24: 8.22%
- 2024-25: 3.94%
- 2025-26: 3.29%
- STRS employer contribution increase to 19.10% in 23-24
- PERS employer contribution increase to 26.68% in 23-24
- LCFF revenue increased in all years, although in declining enrollment, due to COLA and the proposal on allowing ADA to be funded on a 3-year average
- \$100,000 James B. McClatchy Foundation in 23-24
- 3% routine repair and maintenance
- Unduplicated Pupil Percentage decreased to 60.10% in 23-24
- Continue to spend down one-time multi-year grants received in 22-23
- Annualized Health Cap increases approved in Winter 2022 reflected

Unrestricted Reserve Levels (combined total of Committed/Assigned/Unassigned):

- 22-23 = 17.78%
- 23-24 = 20.28%
- 24-25 = 19.82%
- 25-26 = 21.34%

Assumptions not in the budget:

- Governor’s May Revise proposed reductions to the Learning Recovery Emergency Block Grant (LRDBG) and the Arts, Music, and Instructional Materials Discretionary Block Grant (AMISDBG).

2023-24 Adopted Budget

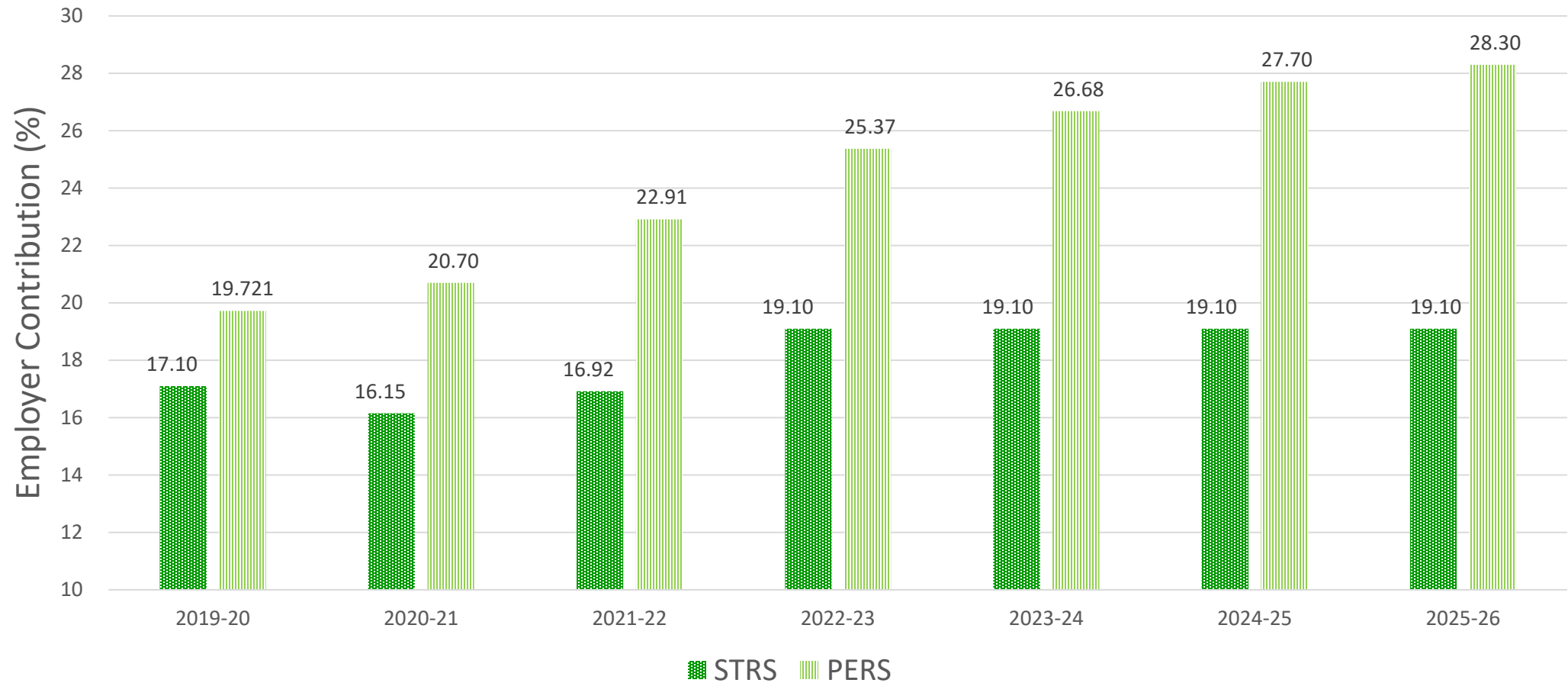
JUNE 2023

A solid green horizontal bar at the bottom of the page.

Cost Of Living Adjustment (COLA)

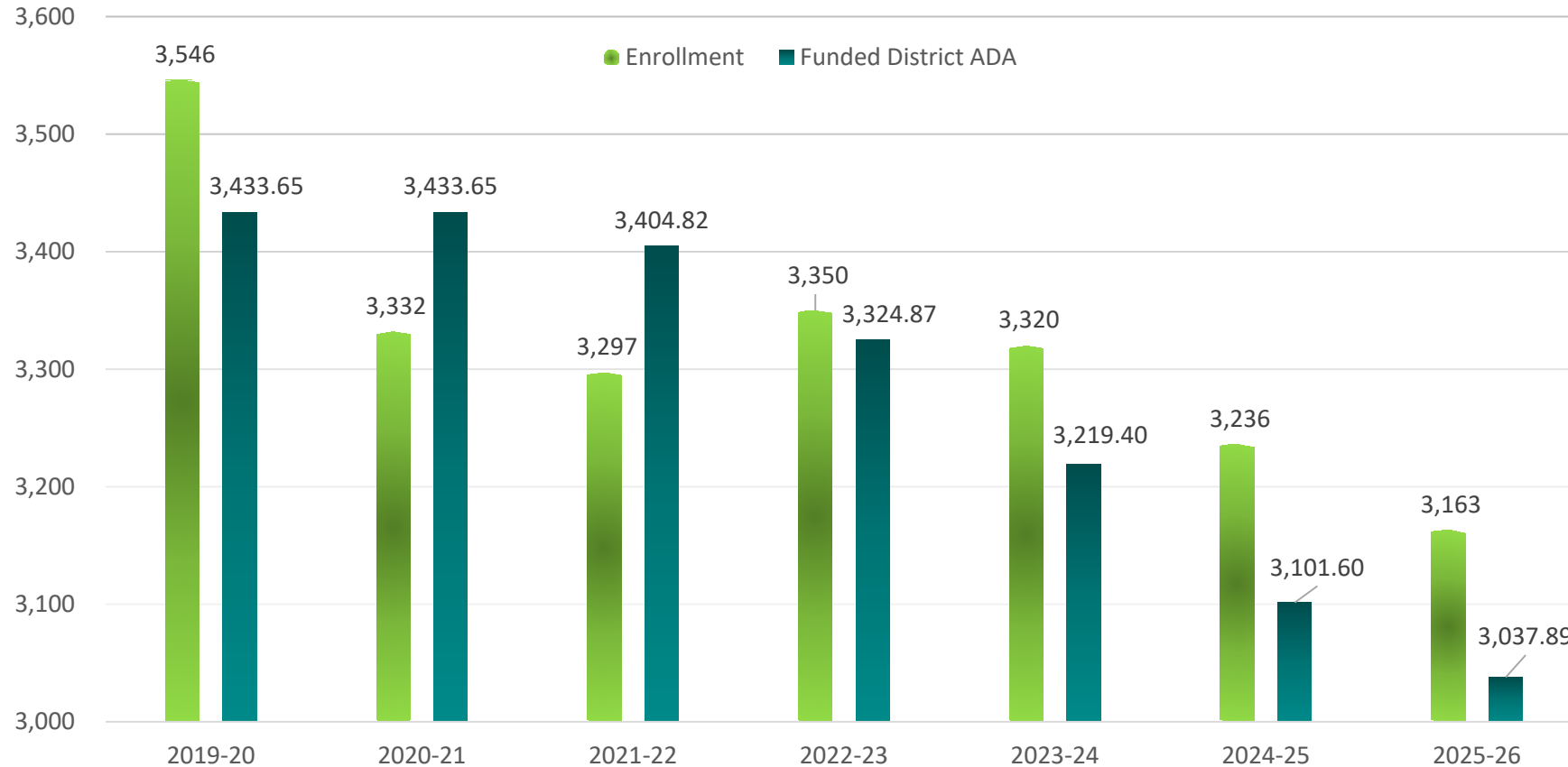
Year	COLA
2023-2024	8.22%
2024-2025	3.94%
2025-2026	3.29%

Pension Rates



District Enrollment

GJUESD ENROLLMENT/FUNDED DISTRICT ADA

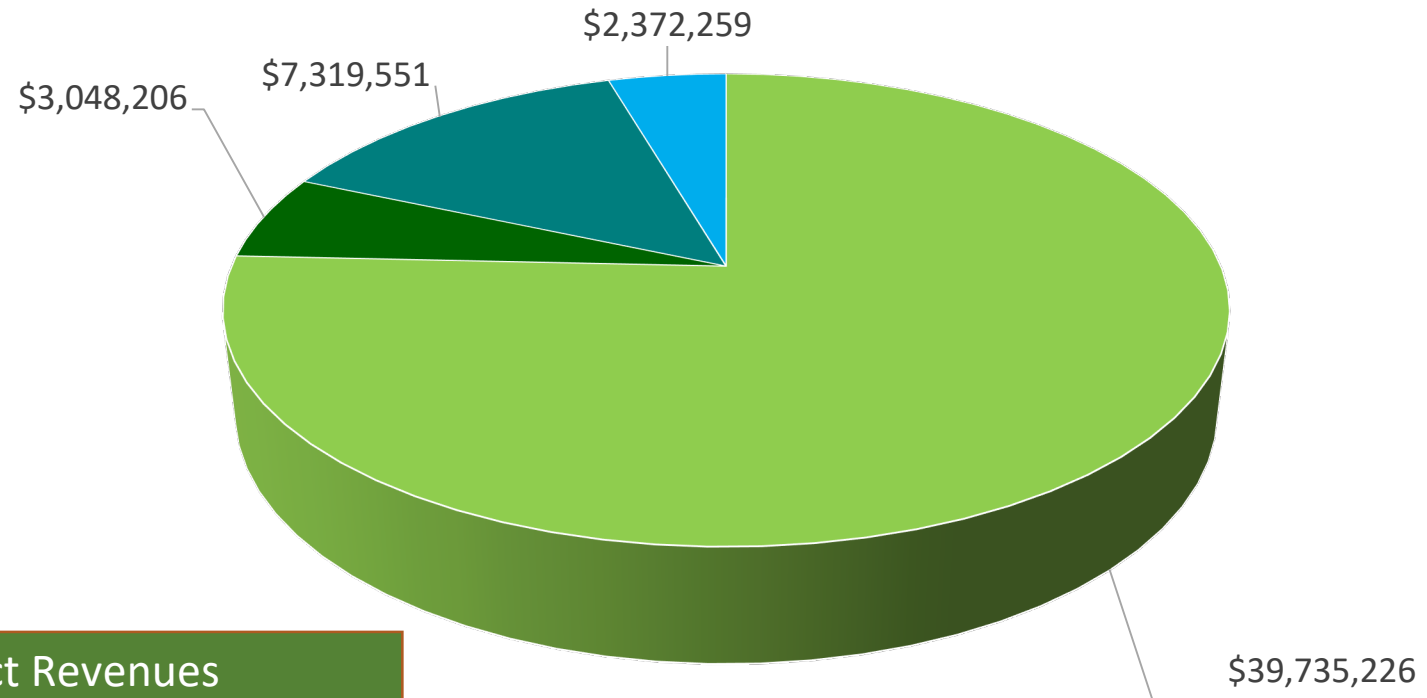


20-21: COVID year - Funded at 19-20 ADA

21-22: Use of 19-20 Attendance yield to mitigate the impacts of declining enrollment and ADA cliff

22-23 and beyond: Funded ADA can now be based on a 3 year average in addition to Current or Prior Year ADA

Projected Revenues – General Fund

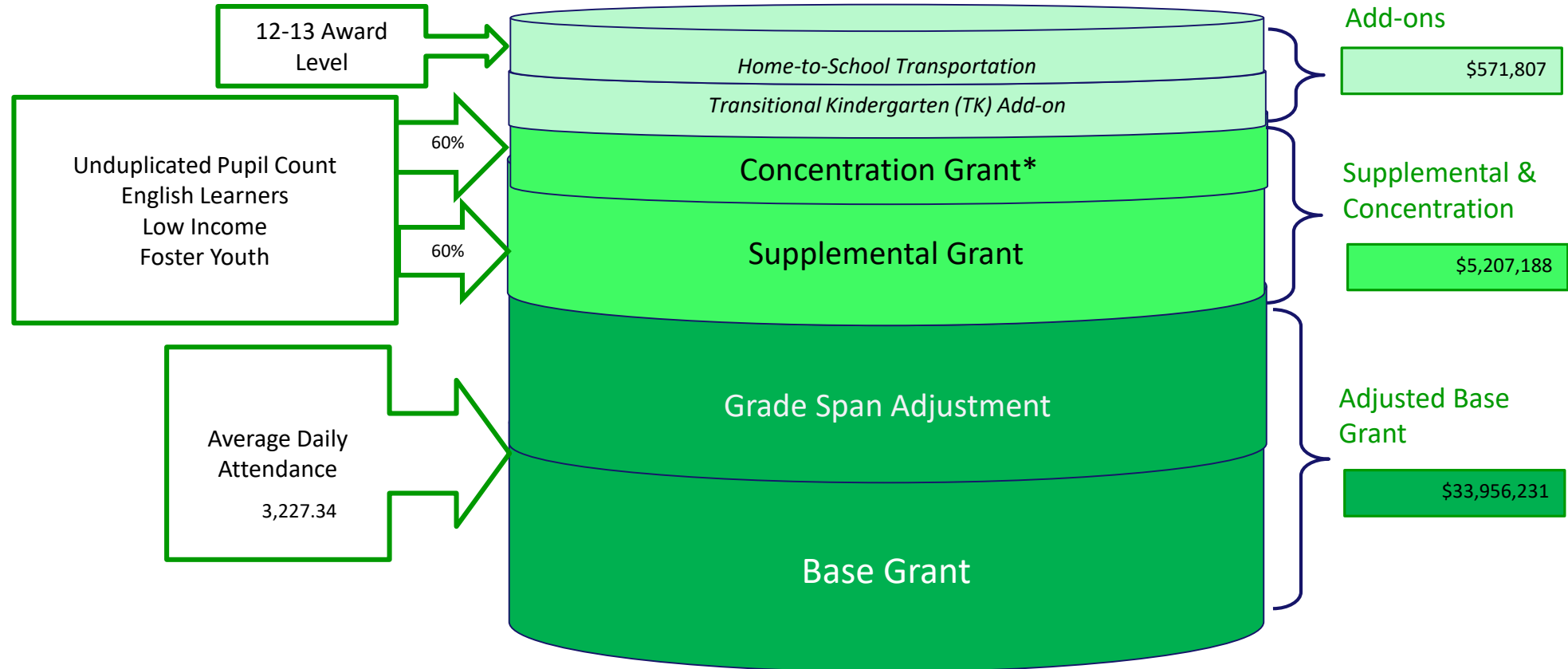


Total District Revenues
\$52,475,242
* Includes \$1.1M in one-time revenues

■ LCFF Sources ■ Federal Revenues ■ Other State Revenues ■ Other Local Revenues

Components of LCFF Revenue

Total LCFF Funding: \$39,735,226



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

How COLA % equates to dollars for the District

Fiscal Year	District Funded ADA	LCFF Funding	Dollar Increase	Percent Change Year over Year	Statutory COLA
2022-23	3,324.87	\$ 38,134,367			
2023-24	3,219.40	\$ 39,735,226	\$ 1,600,859	4.20%	8.22%
2024-25	3,101.60	\$ 39,895,917	\$ 160,691	0.40%	3.94%
2025-26	3,037.89	\$ 40,401,748	\$ 505,831	1.27%	3.29%

Proposed May Revise Impacts

The Governor's May Revise proposes cuts to the Learning Recovery Emergency Block Grant (LRDBG) and the Arts, Music, and Instructional Materials Discretionary Block Grant (AMISDBG) in order to fund the COLA for the Local Control Funding Formula (LCFF).

School Services estimates the reduction to the LRDBG at 32%. GJUESD's original grant amount is \$4,305,593. A reduction of 32% is \$1,377,790 resulting in an adjusted grant amount of \$2,927,803.

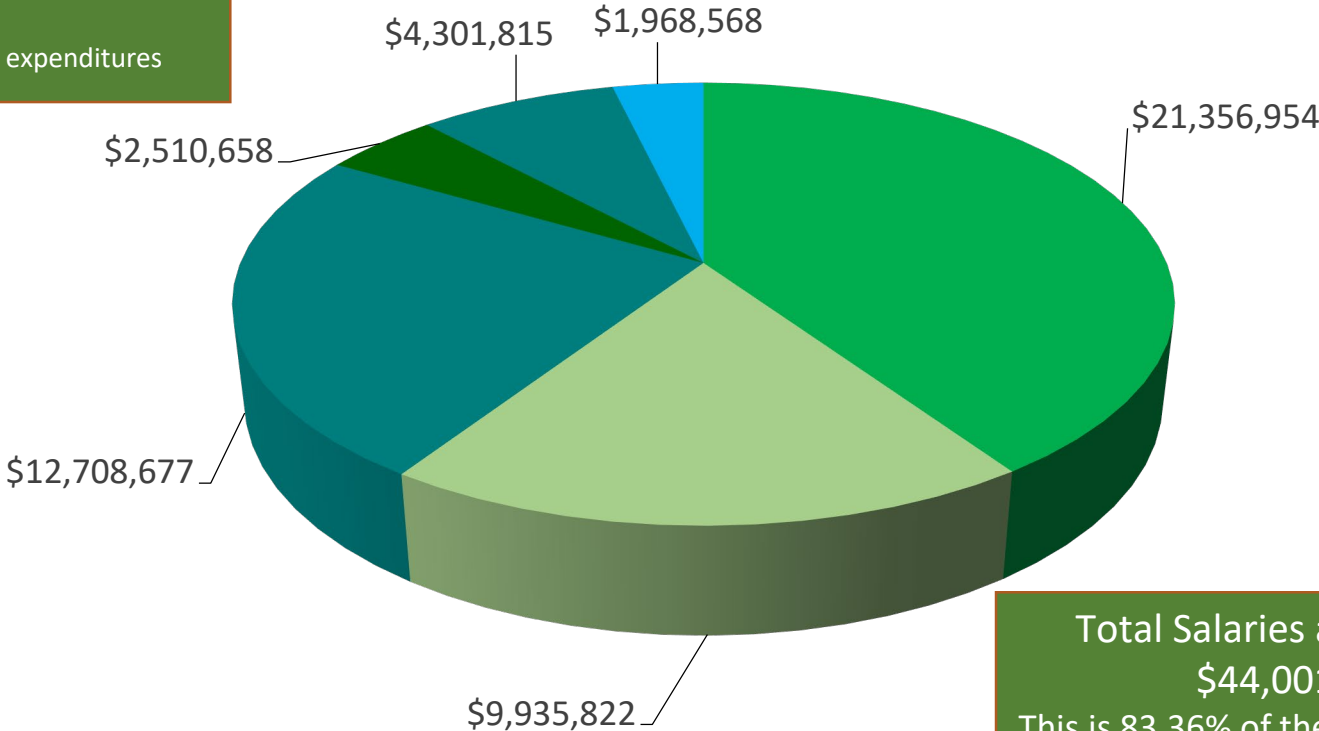
School Services estimates the reduction to the AMISDBG would sweep the remaining unallocated portion of the grant, meaning what we have received to date would be the final amount. GJUESD's original grant amount is \$1,936,090 and received to date is \$968,045, resulting in a decrease of \$968,045. The spending plan for this grant is a math textbook adoption, the Unrestricted General Fund would have to contribute the rest of the funds for the adoption should this decrease remain in the final State Budget.

Projected Expenditures – General Fund

Total District Expenditures

\$52,782,494

* Includes \$3.6M in one-time funding expenditures



Total Salaries and Benefits

\$44,001,453

This is 83.36% of the District's Budget

■ Certificated Salaries ■ Classified Salaries ■ Employee Benefits ■ Books/Supplies ■ Services ■ Capital Outlay/Other Outgo/Direct/Indirect Costs

Unrestricted vs Restricted Funds

- ❖ Unrestricted revenues are funds that are not subject to specific constraints and that may be used for any purposes not prohibited by law.

Examples: Local Control Funding Formula (LCFF) and Unrestricted Lottery

- ❖ Restricted revenues are those funds received from external sources that are legally restricted or that are restricted by the donor to specific purposes.

Examples: Restricted Lottery, Title I, Special Education

- ❖ Fund Balance, also referred to as Reserves, are the unspent funds at the end of the Fiscal Year and will fall into one of the following; Non-spendable, Restricted, Committed, Assigned or Unassigned.

Deficit Spending

	2022-23		2023-24		2024-25		2025-26	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
Total Revenues	39,765,882	22,314,891	41,126,663	11,348,579	41,287,354	9,987,311	41,793,185	9,987,311
Total Expenses	33,961,611	22,630,711	34,201,657	18,580,837	34,956,490	18,919,220	35,448,831	15,027,422
Total Other Financing Sources/Uses	(6,469,431)	6,494,431	(6,282,995)	6,307,995	(6,353,211)	6,378,211	(6,251,228)	6,276,228
<i>Net Increase(Decrease) in Fund Balance</i>	(665,160)	6,178,611	642,011	(924,263)	(22,347)	(2,553,698)	93,126	1,236,117
Beginning Fund Balance	10,771,728.88	2,973,169.89	10,060,425.00	9,197,924.77	10,702,436.00	8,273,661.77	10,680,088.80	5,719,963.77
Ending Fund Balance	10,060,425.00	9,197,924.77	10,702,436.00	8,273,661.77	10,680,088.80	5,719,963.77	10,773,215.00	6,956,080.77

Net Increase in Fund Balance = Spending less than revenue received in the Fiscal Year

Net Decrease in Fund Balance = Spending more than revenue received in the Fiscal Year (deficit spending)

When is deficit spending appropriate?

Unrestricted - Spending reserves on one-time specific purposes, for example capital projects or technology refresh.

Restricted - Spending prior year carryover and fund balance from multi year grants received and spent in different fiscal years.

When is deficit spending a concern?

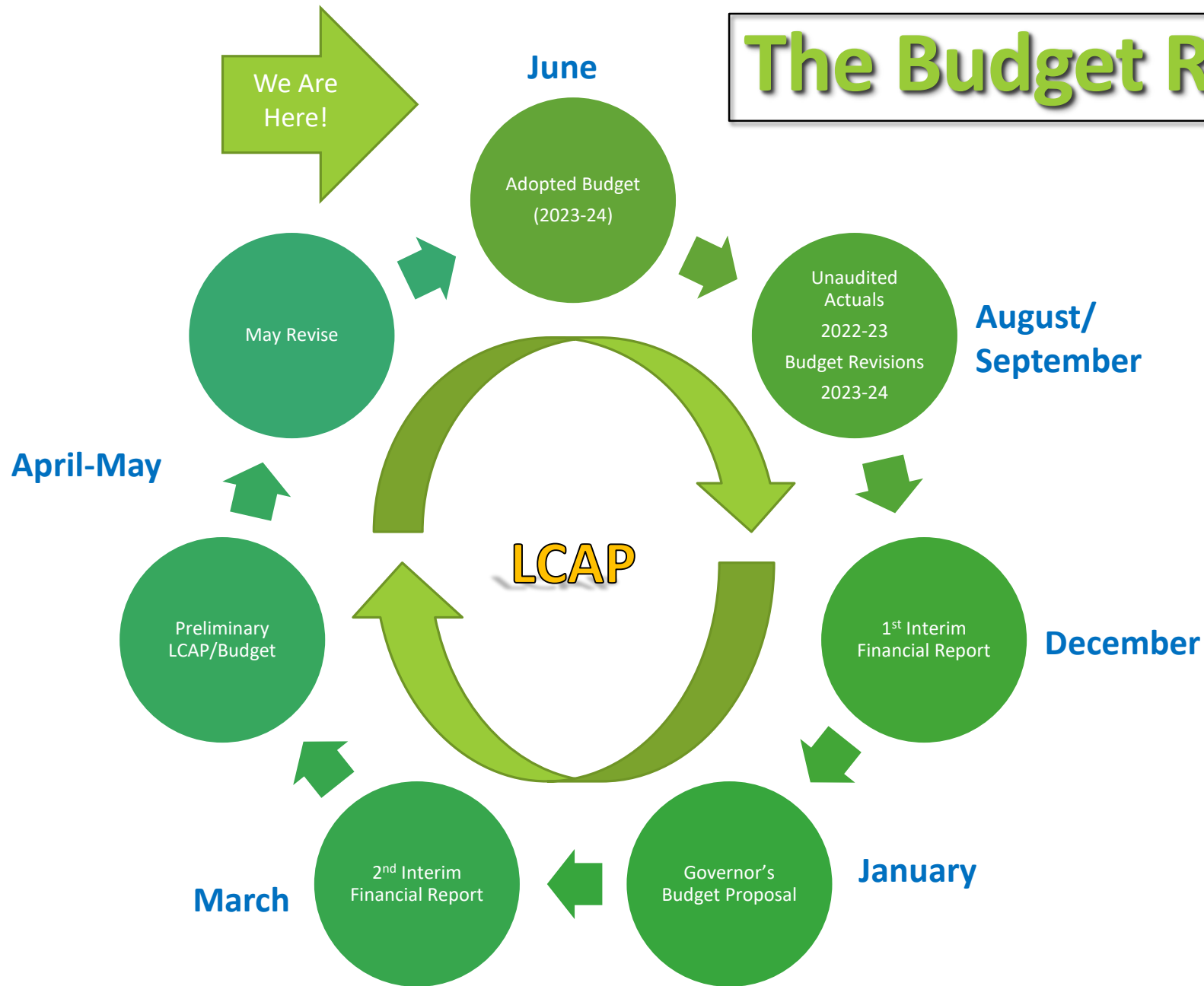
When on-going expenditures(excluding one-time)continue to be greater than revenue received in a fiscal year, this means reserves are supporting on-going spending levels, that can result in a depletion of reserves below acceptable levels.

General Fund Unrestricted Reserve Levels

Year	Reserve*
2022-2023	17.78%
2023-2024	20.28%
2024-2025	19.82%
2025-2026	21.34%
2021-22 Statewide Average Reserve Level for Elementary School Districts	25.32%

**Includes Committed, Assigned and Unassigned Unrestricted Fund Balances.*

The Budget Reporting Cycle



Next Steps For GJUESD

- ▶ July to August ~ Close financial books for 22-23
- ▶ August ~ 22-23 Year End auditor visit
- ▶ September ~ Board approval of Unaudited Actuals and possible budget revisions

THE ECONOMY & STATE REVENUES



\$31.5 Billion
The January Governor's Budget deficit of \$22.5 billion grows to \$31.5 billion at the May Revision

Significant Reductions to the "Big Three" Tax Revenues Compared to the 2022-23 Enacted Budget

Budget Year	Personal Income Tax	Sales and Use Tax	Corporation Tax
2022-23	-10.7%	-2.7%	18.7%
2023-24	-17.8%	-5.1%	0.2%

Riskiest Budget in Over a Decade

- Federal debt ceiling uncertainty
- Increased cost of borrowing due to interest rate hikes by the Federal Reserve
- Major regional bank failures
- Delayed tax receipts



PROPOSITION 98

\$106.8 Billion
Represents a \$2 billion reduction for 2023-24 compared to the January Governor's Budget estimates



PROP 98 RESERVE

\$10.7 Billion
The increase in fund balance in 2023-24 is attributable to a larger share of General Fund revenues coming from capital gains compared to the January estimates. This maintains the requirement to cap local reserves at 10%.



Cost-of-Living Adjustment (COLA)

2023-24	2024-25	2025-26	2026-27
8.22%	3.94%	3.29%	3.19%



LOCAL CONTROL FUNDING FORMULA (LCFF)

LCFF Target Entitlements for School Districts and Charters

	TK-3	4-6	7-8	9-12
2023-24 Base Grants	\$9,919	\$10,069	\$10,367	\$12,015
Grade Span Adjustment	\$1,032	-	-	\$312
2023-24 Adjusted Base Grants	\$10,951	\$10,069	\$10,367	\$12,327
TK Add-On (inclusive of COLA)	\$3,044	-	-	-

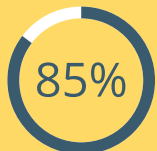
Note: Reliant on one-time funds to support ongoing LCFF costs

\$300 Million LCFF EQUITY MULTIPLIER



The proposed new LCFF add-on targeting highest poverty schools remains unchanged from the Governor's Budget

Funds go to schools serving a high percentage of students eligible for federal free meals



PROPOSED CUTS

\$4.2 Billion
Cuts Across Two Programs



\$1.7 Billion Arts, Music, and Instructional Materials Discretionary Block Grant
The 2022-23 Enacted Budget included \$3.5 billion for a discretionary block grant. The Governor's Budget proposed reducing this to \$2.3 billion. This amount is further reduced to \$1.8 billion at the May Revision.

\$2.5 Billion Learning Recovery Emergency Block Grant
The 2022-23 Enacted Budget included \$7.9 billion for a one-time grant focused on learning recovery. The May Revision reduces this grant to \$5.4 billion, a decrease of approximately 32%.

PROPOSITION 28



Annual Proposition 28 funding is required to be equal to 1% of the K-12 share of the minimum guarantee from the prior fiscal year

\$933 Million

The cost to fully fund Prop 28 in 2023-24, a decrease of \$8 million from the estimate provided in January



No Cuts to the Following Programs

- Expanded Learning Opportunities Program
- Universal Transitional Kindergarten
- Universal Meals Program
- Home-to-School Transportation
- Special Education Funding
- California Community Schools Partnership Program
- Educator Workforce Programs
- California State Preschool Program



Galt Joint Union Elementary School District ADOPTED BUDGET 2023-2024



Lois Yount, Superintendent
1018 C Street
Suite 210
Galt, CA 95632
<https://gjesd-ca.schoolloop.com>

**Galt Joint Union Elementary School District
2023-24 Adopted Budget**

MULTI-YEAR BUDGET NARRATIVE and ASSUMPTIONS

The Multi-year Projection is based on the following assumptions:

- The Local Control Funding Formula (LCFF) revenue has been calculated using the FCMAT (Fiscal Crisis and Management Assistance Team) calculator. The calculator was updated by FCMAT based on the Governor’s May Revise Proposed 2023 State Budget.
 - ✓ The calculation for the Supplemental/Concentration funding is \$5,207,188 for 2023-24, \$5,286,810 in 2024-25, and \$5,345,567 in 2025-26.

Enrollment/ADA Projections:

- The District is funded on the attendance rate of the enrollment or “Average Daily Attendance” (ADA). Historically pre-pandemic, the District averaged about a 95% - 96% actual attendance rate on enrollment. In 2022-23, the attendance rate was approximately 92%, the COVID-19 pandemic has adversely affected the attendance rate. The assumption is a return to pre-pandemic attendance rates may take longer than anticipated. Due to that, the 2022-23 attendance rate of 92% is applied to all 3 years.
 - Estimated enrollment:
 - ✓ 2023-24: 3,320
 - ✓ 2024-25: 3,236
 - ✓ 2025-26: 3,163
- Funded ADA is projected to reflect the Governor’s Enacted 2022 State Budget to fund ADA on the greater of the actual current year, prior year or an average of the prior 3 years ADA, including the use of the 19-20 attendance yield for the 21-22 ADA determination.

District Funded ADA (not including COE ADA):

- 3,219.40, using a 92% attendance rate, greatest ADA is the 3-year average
- 3,101.60, using a 92% attendance rate, greatest ADA is the 3-year average
- 3,037.89, using a 92% attendance rate, greatest ADA is the 3-year average
- COLA Projections
 - 2023-24: 8.22%
 - 2024-25: 3.94%
 - 2025-26: 3.29%
- STRS Employer Rates
 - 2023-24: 19.10%
 - 2024-25: 19.10%
 - 2025-26: 19.10%
- PERS Employer Rates
 - 2023-24: 26.68%
 - 2024-25: 27.70%
 - 2025-26: 28.30%

- Unduplicated Pupil Percentages (Free & Reduced/EL/Foster pupils):
 - 2023-24: 60.10%
 - 2024-25: 60.36%
 - 2025-26: 60.35%

- In 2024-25, any on-going expenses from one-time funds that were expended in 2023-24 were added back to the Unrestricted General Fund.

- The Routine Repair and Maintenance restricted account receives the required 3% of the total general fund budgeted expenditures for 2023-24 and beyond, additional contribution is added when various projects will exceed that.

- Out years project the spending down of one-time multi-year restricted grant dollars.

- Budget reductions may be needed in any given year to correct the structural deficit in the Unrestricted General Fund due to the loss of LCFF funding from declining enrollment or other State factors.

- Components of the Ending Balance
 - ✓ Restricted carryovers each year must be reserved as part of the program from which the funding originated.
 - ✓ Reserve cap is triggered in 2023-24 per EC 42127.01, funds were committed to reflect a combined assigned and unassigned ending general fund balance of no more than 10 percent for the Budget year.
 - ✓ Board policy 3100:
 - Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties of 9 percent of general fund expenditures and other financing uses.
 - Whenever the reserve funds are less than 9 percent, the percentage level will be restored at a rate of no less than one percent per year until the 9 percent level is reached.

Assumption not in the Budget:

- Governor's May Revise proposed reductions to the Learning Recovery Emergency Block Grant (LRDBG) and the Arts, Music, and Instructional Materials Discretionary Block Grant (AMISDBG).

GJUESD - Multi Year Financial Analysis		Estimated Actuals	Adopted Budget	Projected	Projected
2023-24 Adopted Budget		2022-23	2023-24	2024-25	2025-26
	Object Codes				
A. REVENUES					
LCFF Sources	8010-8099	38,136,091	39,735,226	39,895,917	40,401,748
Federal Revenues	8100-8299	6,816,895	3,048,206	1,969,854	1,969,854
Other State Revenues	8300-8599	14,132,826	7,319,551	7,319,551	7,319,551
Other Local Revenues	8600-8799	2,994,961	2,372,259	2,089,343	2,089,343
Total Revenues		62,080,773	52,475,242	51,274,665	51,780,496
B. EXPENDITURES					
Certificated Salaries	1000-1999	22,422,528	21,356,954	21,695,395	21,057,462
Classified Salaries	2000-2999	9,832,655	9,935,822	9,993,384	9,957,710
Employee Benefits	3000-3999	12,887,025	12,708,677	12,872,132	12,738,041
Books and Supplies	4000-4999	3,164,129	2,510,824	4,317,579	2,275,232
Services	5000-5999	5,346,872	4,301,649	4,267,775	3,849,240
Capital Outlay	6000-6999	2,941,014	1,990,189	751,066	620,189
Other Outgo	7100-7200/7438-7439	65,369	65,369	65,369	65,369
Direct/Indirect Costs	7310-7350	(67,270)	(86,990)	(86,990)	(86,990)
Total Expenses		56,592,322	52,782,494	53,875,710	50,476,253
Difference (Revenues-Expenses)		5,488,451	(307,252)	(2,601,045)	1,304,243
Other Financing Sources/Uses					
Transfers In	8919	20,000	20,000	20,000	20,000
Other Sources	8979	5,000	5,000	5,000	5,000
Transfers Out	7616	0	0	0	0
Contributions	8980	0	0	0	0
Total Other Financing Sources/Uses		25,000	25,000	25,000	25,000
Net Increase(Decrease) in Fund Balance		5,513,451	(282,252)	(2,576,045)	1,329,243
Beginning Fund Balance	9791	13,744,898.77	19,258,349.77	18,976,097.77	16,400,052.77
Audit & Other Adjustments	9793/9795	0.00	0.00	0.00	0.00
Ending Fund Balance		19,258,349.77	18,976,097.77	16,400,052.77	17,729,295.77
Components of Ending Fund Balance					
Non-Spendable:					
Revolving Fund	9711	20,000.00	20,000.00	20,000.00	20,000.00
Prepaid	9330/9713	0.00	0.00	0.00	0.00
Restricted:					
Restricted - Other	9740	9,197,924.77	8,273,661.77	5,719,963.77	6,956,080.77
Committed:					
Textbook Adoptions	9760	1,900,000.00	2,200,000.00	2,100,000.00	2,100,000.00
Technology Upgrades/Replacements	9760	500,000.00	1,100,000.00	1,100,000.00	1,100,000.00
Facilities	9760	2,000,000.00	2,123,000.00	2,090,000.00	2,525,000.00
Assigned:					
Reserve for Lottery	Resource 1100/9780	521,898.27	504,232.27	486,566.27	468,900.27
Unassigned/Unappropriated:					
3% Economic Uncertainties	9789	1,697,769.66	1,583,474.82	1,616,271.30	1,514,287.59
Reserve for Board Approval (Remaining Reserve)	9780	3,420,757.07	3,171,728.91	3,267,251.43	3,045,027.14
Total Ending Balance		19,258,349.77	18,976,097.77	16,400,052.77	17,729,295.77
		0	0	0	0
Restricted		16.25%	15.68%	10.62%	13.78%
Unrestricted - Committed		7.77%	10.27%	9.82%	11.34%
Unrestricted - Assigned		0.96%	0.99%	0.94%	0.97%
Unrestricted - Unassigned		9.04%	9.01%	9.06%	9.03%
Combined Assigned and Unassigned (Reserve Capped at 10% per EC 42127.01)		10.00%	10.00%	10.00%	10.00%
Unrestricted - Total		17.78%	20.28%	19.82%	21.34%

Galt Joint Union Elementary School District 2023-24 Adopted Budget Assumptions

REVENUE

ASSUMPTION

LCFF

- ❖ 2023-24 revenue is based on funded ADA of 3,227.34
- ❖ For 2023-24 the statutory COLA is 8.22%
- ❖ TK Add-on of \$3,044 per Current Year TK ADA
- ❖ Use of 19-20 attendance yield for 21-22 ADA determination

Federal

- ❖ Carryover amounts from 2022-23 were estimated and budgeted.
- ❖ Prior year or known current year grant awards were used for on-going funding.
- ❖ Revenue removed for one-time grants received or expended in 2022-23.

State

- ❖ Carryover amounts from 2022-23 were estimated and budgeted.
- ❖ Prior year or known current year grant awards were used for on-going funding.
- ❖ Revenue removed for one-time grants received or expended in 2022-23.

Local

- ❖ Carryover amounts from 2022-23 were estimated and budgeted.
- ❖ Prior year or known current year grant awards were used for on-going funding.
- ❖ Revenue removed for one-time grants received or expended in 2022-23.

Transfers In

- ❖ No changes

EXPENSES

Certificated Salaries

- ❖ Salaries updated for step and column.
- ❖ Salaries removed for one-time grants expended in 2022-23.

Classified Salaries

- ❖ Salaries updated for step and column.
- ❖ Salaries removed for one-time grants expended in 2022-23.

Benefits

- ❖ Statutory benefits budgeted to reflect salary changes and rate changes to SUI and PERS.
- ❖ Benefits removed for one-time grants expended in 2022-23.
- ❖ Increase in Health and Welfare for annualization of increased cap amounts settled Winter 2022.

Supplies

- ❖ Materials & supplies were increased for additional costs due to inflation.
- ❖ Supplies added for one-time grant dollars received in 2022-23 but not expended until 2023-24.
- ❖ Supplies removed for one-time grants expended in 2022-23.

- Services/Other Operating**
 - ❖ Services added for one-time grant dollars received in 2022-23 but not expended until 2023-24.
 - ❖ Services removed for one-time grants expended in 2022-23.
 - ❖ Reduction in anticipated NPS contracts.
- Capital Outlay**
 - ❖ One-time expenses budgeted for capital expenditures in General Fund and Technology.
- Transfers Out**
 - ❖ No transfer anticipated for 2023-24.

OTHER FUNDS:

- Fund 12 Child Development**
 - ❖ Prior year or known current year grant awards/apportionment allocations were used for on-going funding.
 - ❖ Revenue and expenses removed for one-time grants expended in 2022-23.
 - ❖ Salaries updated for step and column.
 - ❖ Statutory benefits budgeted to reflect salary changes and rate changes to SUI and PERS. Increase in Health and Welfare for annualization of increased cap amounts settled Winter 2022.
- Fund 13 Cafeteria**
 - ❖ Income estimates based on 22-23 published rates and 22-23 meal counts as an estimate.
 - ❖ Revenue and expenses removed for one-time grants expended in 2022-23.
 - ❖ Salaries updated for step and column.
 - ❖ Statutory benefits budgeted to reflect salary changes and rate changes to SUI and PERS. Increase in Health and Welfare for annualization of increased cap amounts settled Winter 2022.
 - ❖ Food costs increased for rising costs due to inflation
- Fund 20 Special Reserve for Postemployment Benefits**
 - ❖ No changes made.
- Fund 25 Capital Facilities**
 - ❖ Developer fee income was reduced based on collections year to date.
 - ❖ Expenses budgeted for Valley Oaks Classroom Building project.
- Fund 35 County School Facilities**
 - ❖ Expenses budgeted for Valley Oaks Classroom Building project.

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 1018 C Street, Ste 210, Galt, CA 95632

Date: June 14 – 16, 2023

Adoption Date: 06/21/2023

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Public Hearing:

Place: 1018 C Street, Ste 210, Galt, CA 95632

Date: 06/20/2023

Time: 7:00 pm

Contact person for additional information on the budget reports:

Name: Nicole Lorenz

Title: CBO

Telephone: 209-744-4545 x 311

E-mail: nlorenz@galt.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/21/2023	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

This school district is not self-insured for workers' compensation claims.

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: 06/21/2023

For additional information on this certification, please contact:

Name: Nicole Lorenz
Title: CBO
Telephone: 209-744-4545 x311
E-mail: nlorenz@galt.k12.ca.us

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	38,136,091.00	0.00	38,136,091.00	39,735,226.00	0.00	39,735,226.00	4.2%
2) Federal Revenue		8100-8299	0.00	6,816,895.00	6,816,895.00	0.00	3,048,206.00	3,048,206.00	-55.3%
3) Other State Revenue		8300-8599	919,659.00	13,213,167.00	14,132,826.00	1,096,530.00	6,223,021.00	7,319,551.00	-48.2%
4) Other Local Revenue		8600-8799	710,132.00	2,284,829.00	2,994,961.00	294,907.00	2,077,352.00	2,372,259.00	-20.8%
5) TOTAL, REVENUES			39,765,882.00	22,314,891.00	62,080,773.00	41,126,663.00	11,348,579.00	52,475,242.00	-15.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	16,245,643.00	6,176,885.00	22,422,528.00	16,117,379.00	5,239,575.00	21,356,954.00	-4.8%
2) Classified Salaries		2000-2999	5,875,590.00	3,957,065.00	9,832,655.00	5,929,633.00	4,006,189.00	9,935,822.00	1.0%
3) Employee Benefits		3000-3999	7,708,771.00	5,178,254.00	12,887,025.00	7,562,397.00	5,146,280.00	12,708,677.00	-1.4%
4) Books and Supplies		4000-4999	1,221,791.00	1,942,338.00	3,164,129.00	1,178,194.00	1,332,464.00	2,510,658.00	-20.7%
5) Services and Other Operating Expenditures		5000-5999	2,260,912.00	3,085,960.00	5,346,872.00	2,072,102.00	2,229,713.00	4,301,815.00	-19.5%
6) Capital Outlay		6000-6999	897,418.00	2,043,596.00	2,941,014.00	1,670,189.00	320,000.00	1,990,189.00	-32.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	65,369.00	0.00	65,369.00	65,369.00	0.00	65,369.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(313,883.00)	246,613.00	(67,270.00)	(393,606.00)	306,616.00	(86,990.00)	29.3%
9) TOTAL, EXPENDITURES			33,961,611.00	22,630,711.00	56,592,322.00	34,201,657.00	18,580,837.00	52,782,494.00	-6.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,804,271.00	(315,820.00)	5,488,451.00	6,925,006.00	(7,232,258.00)	(307,252.00)	-105.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,494,431.00)	6,494,431.00	0.00	(6,307,995.00)	6,307,995.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,469,431.00)	6,494,431.00	25,000.00	(6,282,995.00)	6,307,995.00	25,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(665,160.00)	6,178,611.00	5,513,451.00	642,011.00	(924,263.00)	(282,252.00)	-105.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	10,771,728.88	2,973,169.89	13,744,898.77	10,060,425.00	9,197,924.77	19,258,349.77	40.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,771,728.88	2,973,169.89	13,744,898.77	10,060,425.00	9,197,924.77	19,258,349.77	40.1%
d) Other Restatements		9795	(46,143.88)	46,143.88	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,725,585.00	3,019,313.77	13,744,898.77	10,060,425.00	9,197,924.77	19,258,349.77	40.1%
2) Ending Balance, June 30 (E + F1e)			10,060,425.00	9,197,924.77	19,258,349.77	10,702,436.00	8,273,661.77	18,976,097.77	-1.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted									
		9740	0.00	9,197,924.77	9,197,924.77	0.00	8,273,661.77	8,273,661.77	-10.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	4,400,000.00	0.00	4,400,000.00	5,423,000.00	0.00	5,423,000.00	23.3%
Textbook Adoption	0000	9760	1,900,000.00		1,900,000.00			0.00	
Technology Upgrades/Replacements	0000	9760	500,000.00		500,000.00			0.00	
Facilities	0000	9760	2,000,000.00		2,000,000.00			0.00	
Textbook Adoption	0000	9760			0.00	2,200,000.00		2,200,000.00	
Technology Upgrades/Replacements	0000	9760			0.00	1,100,000.00		1,100,000.00	
Facilities	0000	9760			0.00	2,123,000.00		2,123,000.00	
d) Assigned									
Other Assignments		9780	3,942,655.34	0.00	3,942,655.34	3,675,961.18	0.00	3,675,961.18	-6.8%
Remaining Reserve for Board Approval	0000	9780	3,420,757.07		3,420,757.07			0.00	
Reserves for Lottery	1100	9780	521,898.27		521,898.27			0.00	
Remaining Reserve for Board Approval	0000	9780			0.00	3,171,728.91		3,171,728.91	
Reserves for Lottery	1100	9780			0.00	504,232.27		504,232.27	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,697,769.66	0.00	1,697,769.66	1,583,474.82	0.00	1,583,474.82	-6.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	16,441,858.81	1,067,240.59	17,509,099.40				

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	5,597.00	0.00	5,597.00				
c) in Revolving Cash Account		9130	20,000.00	0.00	20,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	310,250.24	106,291.77	416,542.01				
4) Due from Grantor Government		9290	.01	0.00	.01				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			16,777,706.06	1,173,532.36	17,951,238.42				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	2,720,018.41	64.95	2,720,083.36				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			2,720,018.41	64.95	2,720,083.36				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			14,057,687.65	1,173,467.41	15,231,155.06				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	21,366,303.00	0.00	21,366,303.00	22,513,315.00	0.00	22,513,315.00	5.4%
Education Protection Account State Aid - Current Year		8012	9,464,477.00	0.00	9,464,477.00	9,918,324.00	0.00	9,918,324.00	4.8%
State Aid - Prior Years		8019	1,724.00	0.00	1,724.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	31,097.00	0.00	31,097.00	31,097.00	0.00	31,097.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	4,197,125.00	0.00	4,197,125.00	4,197,125.00	0.00	4,197,125.00	0.0%
Unsecured Roll Taxes		8042	134,343.00	0.00	134,343.00	134,343.00	0.00	134,343.00	0.0%
Prior Years' Taxes		8043	24,311.00	0.00	24,311.00	24,311.00	0.00	24,311.00	0.0%
Supplemental Taxes		8044	391,330.00	0.00	391,330.00	391,330.00	0.00	391,330.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	1,993,767.00	0.00	1,993,767.00	1,993,767.00	0.00	1,993,767.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	536,810.00	0.00	536,810.00	536,810.00	0.00	536,810.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			38,141,287.00	0.00	38,141,287.00	39,740,422.00	0.00	39,740,422.00	4.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(5,196.00)	0.00	(5,196.00)	(5,196.00)	0.00	(5,196.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			38,136,091.00	0.00	38,136,091.00	39,735,226.00	0.00	39,735,226.00	4.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	861,202.00	861,202.00	0.00	844,195.00	844,195.00	-2.0%
Special Education Discretionary Grants		8182	0.00	265,379.00	265,379.00	0.00	81,964.00	81,964.00	-69.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		821,124.00	821,124.00		767,399.00	767,399.00	-6.5%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		115,754.00	115,754.00		115,754.00	115,754.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		99,820.00	99,820.00		93,575.00	93,575.00	-6.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		66,967.00	66,967.00		66,967.00	66,967.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	4,586,649.00	4,586,649.00	0.00	1,078,352.00	1,078,352.00	-76.5%
TOTAL, FEDERAL REVENUE			0.00	6,816,895.00	6,816,895.00	0.00	3,048,206.00	3,048,206.00	-55.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	500,877.00	500,877.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	101,560.00	0.00	101,560.00	101,560.00	0.00	101,560.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	544,221.00	214,487.00	758,708.00	542,334.00	213,743.00	756,077.00	-0.3%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources									
After School Education and Safety (ASES)	6010	8590		547,990.00	547,990.00		453,624.00	453,624.00	-17.2%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		1,153.00	1,153.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	273,878.00	11,948,660.00	12,222,538.00	452,636.00	5,555,654.00	6,008,290.00	-50.8%
TOTAL, OTHER STATE REVENUE			919,659.00	13,213,167.00	14,132,826.00	1,096,530.00	6,223,021.00	7,319,551.00	-48.2%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	12,480.00	75,600.00	88,080.00	12,480.00	75,600.00	88,080.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Interest		8660	65,000.00	0.00	65,000.00	100,000.00	0.00	100,000.00	53.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	125,094.00	53,055.00	178,149.00	125,094.00	53,055.00	178,149.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	127,999.00	127,999.00	0.00	127,999.00	127,999.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	507,558.00	810,027.00	1,317,585.00	57,333.00	602,550.00	659,883.00	-49.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,218,148.00	1,218,148.00		1,218,148.00	1,218,148.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			710,132.00	2,284,829.00	2,994,961.00	294,907.00	2,077,352.00	2,372,259.00	-20.8%
TOTAL, REVENUES			39,765,882.00	22,314,891.00	62,080,773.00	41,126,663.00	11,348,579.00	52,475,242.00	-15.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	13,876,961.00	4,527,711.00	18,404,672.00	13,426,542.00	3,969,043.00	17,395,585.00	-5.5%
Certificated Pupil Support Salaries		1200	561,779.00	465,141.00	1,026,920.00	809,508.00	254,252.00	1,063,760.00	3.6%
Certificated Supervisors' and Administrators' Salaries		1300	1,803,403.00	502,420.00	2,305,823.00	1,880,829.00	205,833.00	2,086,662.00	-9.5%
Other Certificated Salaries		1900	3,500.00	681,613.00	685,113.00	500.00	810,447.00	810,947.00	18.4%
TOTAL, CERTIFICATED SALARIES			16,245,643.00	6,176,885.00	22,422,528.00	16,117,379.00	5,239,575.00	21,356,954.00	-4.8%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	663,539.00	2,232,258.00	2,895,797.00	633,595.00	2,327,899.00	2,961,494.00	2.3%
Classified Support Salaries		2200	2,222,183.00	609,747.00	2,831,930.00	2,220,872.00	640,642.00	2,861,514.00	1.0%
Classified Supervisors' and Administrators' Salaries		2300	479,504.00	132,440.00	611,944.00	474,470.00	125,886.00	600,356.00	-1.9%
Clerical, Technical and Office Salaries		2400	1,900,999.00	243,409.00	2,144,408.00	1,907,415.00	161,780.00	2,069,195.00	-3.5%
Other Classified Salaries		2900	609,365.00	739,211.00	1,348,576.00	693,281.00	749,982.00	1,443,263.00	7.0%
TOTAL, CLASSIFIED SALARIES			5,875,590.00	3,957,065.00	9,832,655.00	5,929,633.00	4,006,189.00	9,935,822.00	1.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,989,878.00	2,992,159.00	5,982,037.00	2,993,992.00	2,939,688.00	5,933,680.00	-0.8%
PERS		3201-3202	1,213,935.00	857,349.00	2,071,284.00	1,236,118.00	940,123.00	2,176,241.00	5.1%
OASDI/Medicare/Alternative		3301-3302	710,554.00	419,616.00	1,130,170.00	699,748.00	396,121.00	1,095,869.00	-3.0%
Health and Welfare Benefits		3401-3402	1,606,059.00	656,889.00	2,262,948.00	1,586,955.00	675,912.00	2,262,867.00	0.0%
Unemployment Insurance		3501-3502	111,856.00	49,599.00	161,455.00	11,030.00	4,534.00	15,564.00	-90.4%
Workers' Compensation		3601-3602	360,900.00	159,327.00	520,227.00	359,906.00	147,566.00	507,472.00	-2.5%
OPEB, Allocated		3701-3702	207,391.00	0.00	207,391.00	173,993.00	0.00	173,993.00	-16.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	508,198.00	43,315.00	551,513.00	500,655.00	42,336.00	542,991.00	-1.5%
TOTAL, EMPLOYEE BENEFITS			7,708,771.00	5,178,254.00	12,887,025.00	7,562,397.00	5,146,280.00	12,708,677.00	-1.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	54,955.00	54,955.00	20,000.00	35,000.00	55,000.00	0.1%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,141,727.00	1,625,326.00	2,767,053.00	1,097,211.00	1,212,464.00	2,309,675.00	-16.5%
Noncapitalized Equipment		4400	80,064.00	262,057.00	342,121.00	60,983.00	85,000.00	145,983.00	-57.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,221,791.00	1,942,338.00	3,164,129.00	1,178,194.00	1,332,464.00	2,510,658.00	-20.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	119,545.00	1,226,850.00	1,346,395.00	107,050.00	721,676.00	828,726.00	-38.4%
Travel and Conferences		5200	38,753.00	96,787.00	135,540.00	34,100.00	44,019.00	78,119.00	-42.4%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Dues and Memberships		5300	29,304.00	2,082.00	31,386.00	27,105.00	400.00	27,505.00	-12.4%
Insurance		5400 - 5450	113,217.00	0.00	113,217.00	114,616.00	0.00	114,616.00	1.2%
Operations and Housekeeping Services		5500	891,596.00	8,680.00	900,276.00	884,276.00	7,000.00	891,276.00	-1.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	207,342.00	173,461.00	380,803.00	171,910.00	228,000.00	399,910.00	5.0%
Transfers of Direct Costs		5710	(10,121.00)	10,121.00	0.00	(12,000.00)	12,000.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	789,156.00	1,530,451.00	2,319,607.00	662,925.00	1,203,118.00	1,866,043.00	-19.6%
Communications		5900	82,120.00	37,528.00	119,648.00	82,120.00	13,500.00	95,620.00	-20.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,260,912.00	3,085,960.00	5,346,872.00	2,072,102.00	2,229,713.00	4,301,815.00	-19.5%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	197,673.00	1,388,866.00	1,586,539.00	1,471,000.00	0.00	1,471,000.00	-7.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	505,543.00	96,840.00	602,383.00	0.00	90,000.00	90,000.00	-85.1%
Equipment Replacement		6500	194,202.00	557,890.00	752,092.00	199,189.00	230,000.00	429,189.00	-42.9%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			897,418.00	2,043,596.00	2,941,014.00	1,670,189.00	320,000.00	1,990,189.00	-32.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	65,369.00	0.00	65,369.00	65,369.00	0.00	65,369.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			65,369.00	0.00	65,369.00	65,369.00	0.00	65,369.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(246,613.00)	246,613.00	0.00	(306,616.00)	306,616.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(67,270.00)	0.00	(67,270.00)	(86,990.00)	0.00	(86,990.00)	29.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(313,883.00)	246,613.00	(67,270.00)	(393,606.00)	306,616.00	(86,990.00)	29.3%
TOTAL, EXPENDITURES			33,961,611.00	22,630,711.00	56,592,322.00	34,201,657.00	18,580,837.00	52,782,494.00	-6.7%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
(c) TOTAL, SOURCES			5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(6,494,431.00)	6,494,431.00	0.00	(6,307,995.00)	6,307,995.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,494,431.00)	6,494,431.00	0.00	(6,307,995.00)	6,307,995.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(6,469,431.00)	6,494,431.00	25,000.00	(6,282,995.00)	6,307,995.00	25,000.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	38,136,091.00	0.00	38,136,091.00	39,735,226.00	0.00	39,735,226.00	4.2%
2) Federal Revenue		8100-8299	0.00	6,816,895.00	6,816,895.00	0.00	3,048,206.00	3,048,206.00	-55.3%
3) Other State Revenue		8300-8599	919,659.00	13,213,167.00	14,132,826.00	1,096,530.00	6,223,021.00	7,319,551.00	-48.2%
4) Other Local Revenue		8600-8799	710,132.00	2,284,829.00	2,994,961.00	294,907.00	2,077,352.00	2,372,259.00	-20.8%
5) TOTAL, REVENUES			39,765,882.00	22,314,891.00	62,080,773.00	41,126,663.00	11,348,579.00	52,475,242.00	-15.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		20,234,692.00	14,779,899.00	35,014,591.00	19,604,033.00	13,142,236.00	32,746,269.00	-6.5%
2) Instruction - Related Services	2000-2999		3,900,596.00	2,399,666.00	6,300,262.00	3,947,973.00	2,236,854.00	6,184,827.00	-1.8%
3) Pupil Services	3000-3999		3,127,297.00	1,204,978.00	4,332,275.00	2,963,751.00	1,011,585.00	3,975,336.00	-8.2%
4) Ancillary Services	4000-4999		9,941.00	24,792.00	34,733.00	0.00	24,248.00	24,248.00	-30.2%
5) Community Services	5000-5999		8,937.00	41,433.00	50,370.00	0.00	41,253.00	41,253.00	-18.1%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		3,497,656.00	389,476.00	3,887,132.00	3,235,242.00	412,286.00	3,647,528.00	-6.2%
8) Plant Services	8000-8999		3,117,123.00	3,790,467.00	6,907,590.00	4,385,289.00	1,712,375.00	6,097,664.00	-11.7%
9) Other Outgo	9000-9999	Except 7600-7699	65,369.00	0.00	65,369.00	65,369.00	0.00	65,369.00	0.0%
10) TOTAL, EXPENDITURES			33,961,611.00	22,630,711.00	56,592,322.00	34,201,657.00	18,580,837.00	52,782,494.00	-6.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,804,271.00	(315,820.00)	5,488,451.00	6,925,006.00	(7,232,258.00)	(307,252.00)	-105.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
b) Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources	8930-8979		5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(6,494,431.00)	6,494,431.00	0.00	(6,307,995.00)	6,307,995.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,469,431.00)	6,494,431.00	25,000.00	(6,282,995.00)	6,307,995.00	25,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(665,160.00)	6,178,611.00	5,513,451.00	642,011.00	(924,263.00)	(282,252.00)	-105.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		10,771,728.88	2,973,169.89	13,744,898.77	10,060,425.00	9,197,924.77	19,258,349.77	40.1%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,771,728.88	2,973,169.89	13,744,898.77	10,060,425.00	9,197,924.77	19,258,349.77	40.1%
d) Other Restatements	9795		(46,143.88)	46,143.88	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,725,585.00	3,019,313.77	13,744,898.77	10,060,425.00	9,197,924.77	19,258,349.77	40.1%
2) Ending Balance, June 30 (E + F1e)			10,060,425.00	9,197,924.77	19,258,349.77	10,702,436.00	8,273,661.77	18,976,097.77	-1.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash	9711		20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores	9712		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items	9713		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others	9719		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted	9740		0.00	9,197,924.77	9,197,924.77	0.00	8,273,661.77	8,273,661.77	-10.0%
c) Committed									
Stabilization Arrangements	9750		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)	9760		4,400,000.00	0.00	4,400,000.00	5,423,000.00	0.00	5,423,000.00	23.3%
Textbook Adoption	0000	9760	1,900,000.00		1,900,000.00			0.00	
Technology Upgrades/Replacements	0000	9760	500,000.00		500,000.00			0.00	
Facilities	0000	9760	2,000,000.00		2,000,000.00			0.00	
Textbook Adoption	0000	9760			0.00	2,200,000.00		2,200,000.00	
Technology Upgrades/Replacements	0000	9760			0.00	1,100,000.00		1,100,000.00	
Facilities	0000	9760			0.00	2,123,000.00		2,123,000.00	
d) Assigned									
Other Assignments (by Resource/Object)	9780		3,942,655.34	0.00	3,942,655.34	3,675,961.18	0.00	3,675,961.18	-6.8%
Remaining Reserve for Board Approval	0000	9780	3,420,757.07		3,420,757.07			0.00	
Reserves for Lottery	1100	9780	521,898.27		521,898.27			0.00	
Remaining Reserve for Board Approval	0000	9780			0.00	3,171,728.91		3,171,728.91	
Reserves for Lottery	1100	9780			0.00	504,232.27		504,232.27	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789		1,697,769.66	0.00	1,697,769.66	1,583,474.82	0.00	1,583,474.82	-6.7%
Unassigned/Unappropriated Amount	9790		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	1,701,688.06	3,119,457.06
6266	Educator Effectiveness, FY 2021-22	356,805.37	.37
6300	Lottery: Instructional Materials	123,270.94	67,013.94
6546	Mental Health-Related Services	27,857.58	27,857.58
6547	Special Education Early Intervention Preschool Grant	375,879.00	483,964.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	1,936,090.00	1,936,090.00
7029	Child Nutrition: Food Service Staff Training Funds	24,169.00	0.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	500,877.00	180,877.00
7311	Classified School Employee Professional Development Block Grant	12,027.13	12,027.13
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	.64	.64
7435	Learning Recovery Emergency Block Grant	3,668,945.00	1,893,740.00
7810	Other Restricted State	4,494.23	4,494.23
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	0.00	19,072.00
9010	Other Restricted Local	465,820.82	529,067.82
Total, Restricted Balance		9,197,924.77	8,273,661.77

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	145,974.22	145,974.22	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			145,974.22	145,974.22	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			145,974.22	145,974.22	0.0%
2) Ending Balance, June 30 (E + F1e)			145,974.22	145,974.22	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	145,974.22	145,974.22	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	145,974.22		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			145,974.22		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources					
		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS					
			0.00		
I. LIABILITIES					
1) Accounts Payable					
		9500	0.00		
2) Due to Grantor Governments					
		9590	0.00		
3) Due to Other Funds					
		9610	0.00		
4) Current Loans					
		9640	0.00		
5) Unearned Revenues					
		9650	0.00		
6) TOTAL, LIABILITIES					
			0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			145,974.22		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	145,974.22	145,974.22	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			145,974.22	145,974.22	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			145,974.22	145,974.22	0.0%
2) Ending Balance, June 30 (E + F1e)			145,974.22	145,974.22	0.0%
Components of Ending Fund Balance					

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	145,974.22	145,974.22	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
8210	Student Activity Funds	145,974.22	145,974.22
Total, Restricted Balance		145,974.22	145,974.22

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	737,417.00	757,719.00	2.8%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	0.0%
5) TOTAL, REVENUES			738,417.00	758,719.00	2.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	319,905.00	290,463.00	-9.2%
2) Classified Salaries		2000-2999	177,058.00	179,112.00	1.2%
3) Employee Benefits		3000-3999	185,776.00	184,114.00	-0.9%
4) Books and Supplies		4000-4999	17,000.00	10,839.00	-36.2%
5) Services and Other Operating Expenditures		5000-5999	40,446.00	70,717.00	74.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	22,001.00	22,474.00	2.1%
9) TOTAL, EXPENDITURES			762,186.00	757,719.00	-0.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(23,769.00)	1,000.00	-104.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(23,769.00)	1,000.00	-104.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	158,661.75	62,684.26	-60.5%
b) Audit Adjustments		9793	(72,208.49)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			86,453.26	62,684.26	-27.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			86,453.26	62,684.26	-27.5%
2) Ending Balance, June 30 (E + F1e)			62,684.26	63,684.26	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,684.26	63,684.26	1.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	(6,502.34)		
2) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
3) Accounts Receivable					
4) Due from Grantor Government					
		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			(6,502.34)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			(6,502.34)		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	681,197.00	700,398.00	2.8%
All Other State Revenue	All Other	8590	56,220.00	57,321.00	2.0%
TOTAL, OTHER STATE REVENUE			737,417.00	757,719.00	2.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,000.00	1,000.00	0.0%
TOTAL, REVENUES			738,417.00	758,719.00	2.7%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	319,905.00	290,463.00	-9.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			319,905.00	290,463.00	-9.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	118,874.00	118,314.00	-0.5%
Classified Support Salaries		2200	27,267.00	27,988.00	2.6%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	30,917.00	32,810.00	6.1%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			177,058.00	179,112.00	1.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	84,304.00	80,300.00	-4.7%
PERS		3201-3202	24,044.00	30,756.00	27.9%
OASDI/Medicare/Alternative		3301-3302	18,222.00	17,951.00	-1.5%
Health and Welfare Benefits		3401-3402	45,235.00	45,182.00	-0.1%
Unemployment Insurance		3501-3502	2,486.00	236.00	-90.5%
Workers' Compensation		3601-3602	9,864.00	8,072.00	-18.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,621.00	1,617.00	-0.2%
TOTAL, EMPLOYEE BENEFITS			185,776.00	184,114.00	-0.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	17,000.00	10,839.00	-36.2%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			17,000.00	10,839.00	-36.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	38,536.00	34,813.00	-9.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,410.00	1,410.00	0.0%
Communications		5900	500.00	34,494.00	6,798.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			40,446.00	70,717.00	74.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	22,001.00	22,474.00	2.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			22,001.00	22,474.00	2.1%
TOTAL, EXPENDITURES			762,186.00	757,719.00	-0.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	737,417.00	757,719.00	2.8%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	0.0%
5) TOTAL, REVENUES			738,417.00	758,719.00	2.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		608,268.00	567,703.00	-6.7%
2) Instruction - Related Services	2000-2999		50,519.00	89,371.00	76.9%
3) Pupil Services	3000-3999		23,201.00	23,819.00	2.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		22,001.00	22,474.00	2.1%
8) Plant Services	8000-8999		58,197.00	54,352.00	-6.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			762,186.00	757,719.00	-0.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(23,769.00)	1,000.00	-104.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(23,769.00)	1,000.00	-104.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	158,661.75	62,684.26	-60.5%
b) Audit Adjustments		9793	(72,208.49)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			86,453.26	62,684.26	-27.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			86,453.26	62,684.26	-27.5%
2) Ending Balance, June 30 (E + F1e)			62,684.26	63,684.26	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,684.26	63,684.26	1.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5059	Child Dev elopment: ARP Calif ornia State Preschool Program One- time Stipend	.39	.39
6130	Child Dev elopment: Center-Based Reserve Account	62,683.87	63,683.87
Total, Restricted Balance		62,684.26	63,684.26

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,138,658.00	2,138,658.00	0.0%
3) Other State Revenue		8300-8599	1,069,998.00	1,069,998.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			3,212,656.00	3,212,656.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	808,783.00	822,084.00	1.6%
3) Employee Benefits		3000-3999	333,086.00	324,535.00	-2.6%
4) Books and Supplies		4000-4999	997,762.00	1,065,175.00	6.8%
5) Services and Other Operating Expenditures		5000-5999	40,727.00	41,600.00	2.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	45,269.00	64,516.00	42.5%
9) TOTAL, EXPENDITURES			2,225,627.00	2,317,910.00	4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			987,029.00	894,746.00	-9.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			987,029.00	894,746.00	-9.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	864,473.76	1,851,502.76	114.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			864,473.76	1,851,502.76	114.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			864,473.76	1,851,502.76	114.2%
2) Ending Balance, June 30 (E + F1e)					
			1,851,502.76	2,746,248.76	48.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	10,000.00	10,000.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	1,841,502.76	2,736,248.76	48.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	273,420.72		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	10,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		
4) Due from Grantor Government					
		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			283,420.72		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			283,420.72		
FEDERAL REVENUE					
Child Nutrition Programs		8220	2,138,658.00	2,138,658.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,138,658.00	2,138,658.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,069,998.00	1,069,998.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,069,998.00	1,069,998.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,000.00	2,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,000.00	4,000.00	0.0%
TOTAL, REVENUES			3,212,656.00	3,212,656.00	0.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	676,653.00	688,703.00	1.8%
Classified Supervisors' and Administrators' Salaries		2300	92,178.00	92,178.00	0.0%
Clerical, Technical and Office Salaries		2400	39,952.00	41,203.00	3.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			808,783.00	822,084.00	1.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	153,082.00	147,062.00	-3.9%
OASDI/Medicare/Alternative		3301-3302	61,896.00	62,940.00	1.7%
Health and Welfare Benefits		3401-3402	89,466.00	87,880.00	-1.8%
Unemployment Insurance		3501-3502	4,045.00	414.00	-89.8%
Workers' Compensation		3601-3602	13,211.00	13,433.00	1.7%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	11,386.00	12,806.00	12.5%
TOTAL, EMPLOYEE BENEFITS			333,086.00	324,535.00	-2.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	71,600.00	86,800.00	21.2%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	926,162.00	978,375.00	5.6%
TOTAL, BOOKS AND SUPPLIES			997,762.00	1,065,175.00	6.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,000.00	1,000.00	-50.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	8,100.00	8,100.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,627.00	7,500.00	33.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	25,000.00	25,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			40,727.00	41,600.00	2.1%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	45,269.00	64,516.00	42.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			45,269.00	64,516.00	42.5%
TOTAL, EXPENDITURES			2,225,627.00	2,317,910.00	4.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,138,658.00	2,138,658.00	0.0%
3) Other State Revenue		8300-8599	1,069,998.00	1,069,998.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			3,212,656.00	3,212,656.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		2,172,258.00	2,245,294.00	3.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		45,269.00	64,516.00	42.5%
8) Plant Services	8000-8999		8,100.00	8,100.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,225,627.00	2,317,910.00	4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			987,029.00	894,746.00	-9.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			987,029.00	894,746.00	-9.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	864,473.76	1,851,502.76	114.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			864,473.76	1,851,502.76	114.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			864,473.76	1,851,502.76	114.2%
2) Ending Balance, June 30 (E + F1e)			1,851,502.76	2,746,248.76	48.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	10,000.00	10,000.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,841,502.76	2,736,248.76	48.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1,812,423.94	2,681,776.94
5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	.75	.75
5330	Child Nutrition: Summer Food Service Program Operations	29,078.00	54,471.00
5460	Child Nutrition: CACFP COVID-19 Emergency Operational Costs Reimbursement (ECR)	.07	.07
Total, Restricted Balance		1,841,502.76	2,736,248.76

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,700.00	1,700.00	0.0%
5) TOTAL, REVENUES			1,700.00	1,700.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,700.00	1,700.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,700.00	1,700.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	275,402.23	277,102.23	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			275,402.23	277,102.23	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			275,402.23	277,102.23	0.6%
2) Ending Balance, June 30 (E + F1e)			277,102.23	278,802.23	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	277,102.23	278,802.23	0.6%
Reserve for Postemployment Benefits	0000	9780	277,102.23		
Reserve for Postemployment Benefits	0000	9780		278,802.23	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	278,313.23		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			278,313.23		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			278,313.23		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	1,700.00	1,700.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,700.00	1,700.00	0.0%
TOTAL, REVENUES			1,700.00	1,700.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,700.00	1,700.00	0.0%
5) TOTAL, REVENUES			1,700.00	1,700.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,700.00	1,700.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,700.00	1,700.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	275,402.23	277,102.23	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			275,402.23	277,102.23	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			275,402.23	277,102.23	0.6%
2) Ending Balance, June 30 (E + F1e)			277,102.23	278,802.23	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
Reserve for Postemployment Benefits	0000	9780	277,102.23	278,802.23	0.6%
Reserve for Postemployment Benefits	0000	9780	277,102.23	278,802.23	0.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	527.00	552.00	4.7%
4) Other Local Revenue		8600-8799	342,500.00	292,500.00	-14.6%
5) TOTAL, REVENUES			343,027.00	293,052.00	-14.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	49,436.00	51,657.00	4.5%
3) Employee Benefits		3000-3999	20,591.00	21,639.00	5.1%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	80,758.00	62,600.00	-22.5%
6) Capital Outlay		6000-6999	0.00	1,229,340.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			150,785.00	1,365,236.00	805.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			192,242.00	(1,072,184.00)	-657.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	20,000.00	20,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(20,000.00)	(20,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			172,242.00	(1,092,184.00)	-734.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,529,184.53	1,701,426.53	11.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,529,184.53	1,701,426.53	11.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,529,184.53	1,701,426.53	11.3%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,701,426.53	609,242.53	-64.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,380,727.35		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,380,727.35		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			1,380,727.35		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions			8575	0.00	0.00
Other Subventions/In-Lieu Taxes			8576	0.00	0.00
All Other State Revenue			8590	527.00	552.00
TOTAL, OTHER STATE REVENUE				527.00	552.00
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll			8615	0.00	0.00
Unsecured Roll			8616	0.00	0.00
Prior Years' Taxes			8617	0.00	0.00
Supplemental Taxes			8618	0.00	0.00
Non-Ad Valorem Taxes					
Parcel Taxes			8621	0.00	0.00
Other			8622	0.00	0.00
Community Redevelopment Funds Not Subject to LCFF Deduction			8625	35,000.00	35,000.00
Penalties and Interest from Delinquent Non-LCFF Taxes			8629	0.00	0.00
Sales					
Sale of Equipment/Supplies			8631	0.00	0.00
Interest			8660	7,500.00	7,500.00
Net Increase (Decrease) in the Fair Value of Investments			8662	0.00	0.00
Fees and Contracts					
Mitigation/Developer Fees			8681	300,000.00	250,000.00
Other Local Revenue					
All Other Local Revenue			8699	0.00	0.00
All Other Transfers In from All Others			8799	0.00	0.00
TOTAL, OTHER LOCAL REVENUE				342,500.00	292,500.00
TOTAL, REVENUES				343,027.00	293,052.00
CERTIFICATED SALARIES					
Other Certificated Salaries			1900	0.00	0.00
TOTAL, CERTIFICATED SALARIES				0.00	0.00
CLASSIFIED SALARIES					
Classified Support Salaries			2200	0.00	0.00
Classified Supervisors' and Administrators' Salaries			2300	49,436.00	51,657.00
Clerical, Technical and Office Salaries			2400	0.00	0.00
Other Classified Salaries			2900	0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			49,436.00	51,657.00	4.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	527.00	552.00	4.7%
PERS		3201-3202	12,542.00	13,782.00	9.9%
OASDI/Medicare/Alternative		3301-3302	3,373.00	3,405.00	0.9%
Health and Welfare Benefits		3401-3402	2,681.00	2,616.00	-2.4%
Unemployment Insurance		3501-3502	247.00	26.00	-89.5%
Workers' Compensation		3601-3602	807.00	844.00	4.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	414.00	414.00	0.0%
TOTAL, EMPLOYEE BENEFITS			20,591.00	21,639.00	5.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	80,758.00	62,600.00	-22.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			80,758.00	62,600.00	-22.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	1,229,340.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	1,229,340.00	New
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			150,785.00	1,365,236.00	805.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	20,000.00	20,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			20,000.00	20,000.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(20,000.00)	(20,000.00)	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	527.00	552.00	4.7%
4) Other Local Revenue		8600-8799	342,500.00	292,500.00	-14.6%
5) TOTAL, REVENUES			343,027.00	293,052.00	-14.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		105,405.00	104,896.00	-0.5%
8) Plant Services	8000-8999		44,680.00	1,260,340.00	2,720.8%
9) Other Outgo	9000-9999	Except 7600-7699	700.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			150,785.00	1,365,236.00	805.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			192,242.00	(1,072,184.00)	-657.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	20,000.00	20,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(20,000.00)	(20,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			172,242.00	(1,092,184.00)	-734.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,529,184.53	1,701,426.53	11.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,529,184.53	1,701,426.53	11.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,529,184.53	1,701,426.53	11.3%
2) Ending Balance, June 30 (E + F1e)			1,701,426.53	609,242.53	-64.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,701,426.53	609,242.53	-64.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	1,701,426.53	609,242.53
Total, Restricted Balance		1,701,426.53	609,242.53

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	5,732,643.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	5,000.00	5,000.00	0.0%
5) TOTAL, REVENUES			5,737,643.00	5,000.00	-99.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	35,530.00	10,000.00	-71.9%
6) Capital Outlay		6000-6999	1,481,003.00	4,206,110.00	184.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,516,533.00	4,216,110.00	178.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,221,110.00	(4,211,110.00)	-199.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,221,110.00	(4,211,110.00)	-199.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	4,221,110.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	4,221,110.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	4,221,110.00	New
2) Ending Balance, June 30 (E + F1e)			4,221,110.00	10,000.00	-99.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,216,110.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,000.00	10,000.00	100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	5,345,353.52		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			5,345,353.52		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			5,345,353.52		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	5,732,643.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			5,732,643.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,000.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,000.00	5,000.00	0.0%
TOTAL, REVENUES			5,737,643.00	5,000.00	-99.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	35,530.00	10,000.00	-71.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			35,530.00	10,000.00	-71.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,481,003.00	4,206,110.00	184.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,481,003.00	4,206,110.00	184.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,516,533.00	4,216,110.00	178.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	5,732,643.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	5,000.00	5,000.00	0.0%
5) TOTAL, REVENUES			5,737,643.00	5,000.00	-99.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,516,533.00	4,216,110.00	178.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,516,533.00	4,216,110.00	178.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			4,221,110.00	(4,211,110.00)	-199.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			4,221,110.00	(4,211,110.00)	-199.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	4,221,110.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	4,221,110.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	4,221,110.00	New
2) Ending Balance, June 30 (E + F1e)			4,221,110.00	10,000.00	-99.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,216,110.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,000.00	10,000.00	100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
7710	State School Facilities Projects	4,216,110.00	0.00
Total, Restricted Balance		4,216,110.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,514,769.92	1,514,769.92	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,514,769.92	1,514,769.92	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,514,769.92	1,514,769.92	0.0%
2) Ending Balance, June 30 (E + F1e)			1,514,769.92	1,514,769.92	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,514,769.92	1,514,769.92	0.0%
Bond Interest and Redemption	0000	9780	1,514,769.92		
Bond Interest and Redemption	0000	9780		1,514,769.92	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,514,769.92	1,514,769.92	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,514,769.92	1,514,769.92	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,514,769.92	1,514,769.92	0.0%
2) Ending Balance, June 30 (E + F1e)			1,514,769.92	1,514,769.92	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,514,769.92	1,514,769.92	0.0%
Bond Interest and Redemption	0000	9780	1,514,769.92		
Bond Interest and Redemption	0000	9780		1,514,769.92	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,086.13	3,086.13	3,324.87	3,054.40	3,054.40	3,219.40
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,086.13	3,086.13	3,324.87	3,054.40	3,054.40	3,219.40
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	7.94	7.94	7.94	7.94	7.94	7.94
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	7.94	7.94	7.94	7.94	7.94	7.94
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,094.07	3,094.07	3,332.81	3,062.34	3,062.34	3,227.34
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			13,243,939.89	12,378,442.89	9,310,080.89	10,501,176.89	7,425,170.89	6,887,431.89	11,211,331.89	8,521,197.89
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,125,666.00	1,125,666.00	4,505,779.00	2,026,198.00	2,026,198.00	4,505,779.00	2,026,198.00	2,026,199.00
Property Taxes	8020-8079		0.00	994.00	0.00	0.00	40,335.00	107,389.00	2,804,474.00	1,788,008.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		80,687.00	291,497.00	352,114.00	(5,017.00)	(342,919.00)	79,131.00	163,602.00	864,367.00
Other State Revenue	8300-8599		80,869.00	81,649.00	363,765.00	137,224.00	1,246,558.00	721,321.00	145,852.00	308,244.00
Other Local Revenue	8600-8799		80.00	31,487.00	(4,456.00)	74,561.00	28,420.00	492,372.00	(48,896.00)	131,326.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,287,302.00	1,531,293.00	5,217,202.00	2,232,966.00	2,998,592.00	5,905,992.00	5,091,230.00	5,118,144.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		163,385.00	1,799,132.00	1,666,361.00	1,699,109.00	1,738,536.00	116,930.00	4,301,734.00	1,965,168.00
Classified Salaries	2000-2999		424,355.00	811,516.00	746,292.00	602,671.00	756,602.00	35,983.00	1,469,061.00	1,272,811.00
Employee Benefits	3000-3999		209,021.00	868,441.00	833,635.00	1,206,866.00	789,396.00	87,076.00	1,896,003.00	1,078,666.00
Books and Supplies	4000-4999		71,932.00	252,623.00	291,265.00	126,797.00	50,208.00	519,161.00	75,982.00	103,530.00
Services	5000-5999		356,705.00	349,682.00	314,442.00	466,422.00	137,510.00	425,008.00	254,684.00	279,646.00
Capital Outlay	6000-6599		9,526.00	429,775.00	45,604.00	32,073.00	78,820.00	232,463.00	25,470.00	18,651.00
Other Outgo	7000-7499		39,600.00	39,600.00	71,296.00	71,296.00	71,296.00	71,296.00	71,296.00	97,954.00
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,274,524.00	4,550,769.00	3,968,895.00	4,205,234.00	3,622,368.00	1,487,917.00	8,094,230.00	4,816,426.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	25,301.33	(10,780.00)	(116,635.00)	(128,627.00)	125,506.00	(132,679.00)	128,742.00	5,994.00	(130,040.00)
Accounts Receivable	9200-9299	(45,302.29)	0.00	7,489.00	(1.00)	65,010.00	36,729.00	8,906.00	9,594.00	(173.00)
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(20,000.96)	(10,780.00)	(109,146.00)	(128,628.00)	190,516.00	(95,950.00)	137,648.00	15,588.00	(130,213.00)
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	(.34)	867,495.00	(60,260.00)	(71,417.00)	1,294,254.00	(181,987.00)	231,823.00	(297,278.00)	6,733.00
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		(.34)	867,495.00	(60,260.00)	(71,417.00)	1,294,254.00	(181,987.00)	231,823.00	(297,278.00)	6,733.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(20,000.62)	(878,275.00)	(48,886.00)	(57,211.00)	(1,103,738.00)	86,037.00	(94,175.00)	312,866.00	(136,946.00)
E. NET INCREASE/DECREASE (B - C + D)			(865,497.00)	(3,068,362.00)	1,191,096.00	(3,076,006.00)	(537,739.00)	4,323,900.00	(2,690,134.00)	164,772.00
F. ENDING CASH (A + E)			12,378,442.89	9,310,080.89	10,501,176.89	7,425,170.89	6,887,431.89	11,211,331.89	8,521,197.89	8,685,969.89
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:		JUNE							
A. BEGINNING CASH		8,685,969.89	10,153,125.89	10,338,011.89	8,146,190.89				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	4,505,780.00	2,026,199.00	2,026,199.00	2,479,581.00	2,026,197.00	0.00	32,431,639.00	32,431,639.00
Property Taxes	8020-8079	33,303.00	1,319,810.00	246,721.00	967,749.00	0.00	0.00	7,308,783.00	7,308,783.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	(5,196.00)	0.00	0.00	(5,196.00)	(5,196.00)
Federal Revenue	8100-8299	412,365.00	(349,536.00)	67,616.00	76,815.00	1,357,484.00	0.00	3,048,206.00	3,048,206.00
Other State Revenue	8300-8599	316,224.00	1,293,986.00	231,764.00	1,960,773.00	431,322.00	0.00	7,319,551.00	7,319,551.00
Other Local Revenue	8600-8799	160,117.00	338,757.00	160,035.00	752,725.00	255,731.00	0.00	2,372,259.00	2,372,259.00
Interfund Transfers In	8910-8929				20,000.00			20,000.00	20,000.00
All Other Financing Sources	8930-8979				5,000.00			5,000.00	5,000.00
TOTAL RECEIPTS		5,427,789.00	4,629,216.00	2,732,335.00	6,257,447.00	4,070,734.00	0.00	52,500,242.00	52,500,242.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,910,559.00	1,876,749.00	1,976,663.00	2,142,628.00	0.00	0.00	21,356,954.00	21,356,954.00
Classified Salaries	2000-2999	822,639.00	833,500.00	937,405.00	1,222,987.00	0.00	0.00	9,935,822.00	9,935,822.00
Employee Benefits	3000-3999	907,974.00	939,190.00	806,011.00	3,086,398.00	0.00	0.00	12,708,677.00	12,708,677.00
Books and Supplies	4000-4999	170,258.00	133,961.00	431,552.00	283,389.00	0.00	0.00	2,510,658.00	2,510,658.00
Services	5000-5999	365,273.00	260,060.00	250,605.00	841,778.00	0.00	0.00	4,301,815.00	4,301,815.00
Capital Outlay	6000-6599	31,074.00	269,184.00	540,653.00	276,896.00	0.00	0.00	1,990,189.00	1,990,189.00
Other Outgo	7000-7499	89,617.00	173,299.00	12,010.00	(830,181.00)	0.00	0.00	(21,621.00)	(21,621.00)
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,297,394.00	4,485,943.00	4,954,899.00	7,023,895.00	0.00	0.00	52,782,494.00	52,782,494.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	256,725.00	(62,212.00)	69,556.00	75,517.00	0.00	0.00	81,067.00	
Accounts Receivable	9200-9299	(2,355.00)	21,639.00	1.00	4,679.00	0.00	0.00	151,518.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		254,370.00	(40,573.00)	69,557.00	80,196.00	0.00	0.00	232,585.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	(82,391.00)	(82,186.00)	38,814.00	1,054,034.00	0.00	0.00	2,717,634.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		(82,391.00)	(82,186.00)	38,814.00	1,054,034.00	0.00	0.00	2,717,634.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		336,761.00	41,613.00	30,743.00	(973,838.00)	0.00	0.00	(2,485,049.00)	0.00
E. NET INCREASE/DECREASE (B - C + D)		1,467,156.00	184,886.00	(2,191,821.00)	(1,740,286.00)	4,070,734.00	0.00	(2,767,301.00)	(282,252.00)
F. ENDING CASH (A + E)		10,153,125.89	10,338,011.89	8,146,190.89	6,405,904.89				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								10,476,638.89	

Budget, July 1
2022-23 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	22,422,528.00	301	40,000.00	303	22,382,528.00	305	28,907.00		307	22,353,621.00	309
2000 - Classified Salaries	9,832,655.00	311	59,214.00	313	9,773,441.00	315	873,472.00		317	8,899,969.00	319
3000 - Employee Benefits	12,887,025.00	321	211,634.00	323	12,675,391.00	325	378,778.00		327	12,296,613.00	329
4000 - Books, Supplies Equip Replace. (6500)	3,916,221.00	331	78,219.00	333	3,838,002.00	335	909,031.00		337	2,928,971.00	339
5000 - Services . . & 7300 - Indirect Costs	5,279,602.00	341	10,192.00	343	5,269,410.00	345	1,044,718.00		347	4,224,692.00	349
TOTAL					53,938,772.00	365	TOTAL			50,703,866.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	29,729,694.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	228,883.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	29,500,811.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	58.18%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	58.18%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	1.82%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	50,703,866.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	922,810.36	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Budget, July 1
2023-24 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	21,356,954.00	301	40,000.00	303	21,316,954.00	305	28,107.00		307	21,288,847.00	309
2000 - Classified Salaries	9,935,822.00	311	40,321.00	313	9,895,501.00	315	902,387.00		317	8,993,114.00	319
3000 - Employee Benefits	12,708,677.00	321	176,435.00	323	12,532,242.00	325	402,401.00		327	12,129,841.00	329
4000 - Books, Supplies Equip Replace. (6500)	2,939,847.00	331	250,000.00	333	2,689,847.00	335	811,491.00		337	1,878,356.00	339
5000 - Services . . & 7300 - Indirect Costs	4,214,825.00	341	28,169.00	343	4,186,656.00	345	751,430.00		347	3,435,226.00	349
TOTAL					50,621,200.00	365	TOTAL			47,725,384.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	101,756.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	28,617,148.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	237,041.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	28,380,107.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	59.47%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	59.47%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)53%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	47,725,384.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	252,944.54	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	56,592,322.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	6,816,895.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	50,370.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	1,674,764.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	12,945.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,738,079.00
D. Plus additional MOE expenditures:	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)			Manually entered. Must not include expenditures in lines A or D1.	
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				48,037,348.00
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				3,094.07
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,525.62

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	40,169,592.13	13,721.56
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	40,169,592.13	13,721.56
B. Required effort (Line A.2 times 90%)	36,152,632.92	12,349.40
C. Current year expenditures (Line I.E and Line II.B)	48,037,348.00	15,525.62
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%
<p>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</p>		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
<p>Total adjustments to base expenditures</p>	0.00	0.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	39,735,226.00	0.40%	39,895,917.00	1.27%	40,401,748.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,096,530.00	0.00%	1,096,530.00	0.00%	1,096,530.00
4. Other Local Revenues	8600-8799	294,907.00	0.00%	294,907.00	0.00%	294,907.00
5. Other Financing Sources						
a. Transfers In	8900-8929	20,000.00	0.00%	20,000.00	0.00%	20,000.00
b. Other Sources	8930-8979	5,000.00	0.00%	5,000.00	0.00%	5,000.00
c. Contributions	8980-8999	(6,307,995.00)	1.11%	(6,378,211.00)	-1.60%	(6,276,228.00)
6. Total (Sum lines A1 thru A5c)		34,843,668.00	0.26%	34,934,143.00	1.74%	35,541,957.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,117,379.00		16,735,077.00
b. Step & Column Adjustment				232,154.00		232,155.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				385,544.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,117,379.00	3.83%	16,735,077.00	1.39%	16,967,232.00
2. Classified Salaries						
a. Base Salaries				5,929,633.00		6,101,250.00
b. Step & Column Adjustment				85,667.00		85,666.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				85,950.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,929,633.00	2.89%	6,101,250.00	1.40%	6,186,916.00
3. Employee Benefits	3000-3999	7,562,397.00	3.66%	7,839,237.00	1.36%	7,945,653.00
4. Books and Supplies	4000-4999	1,178,194.00	36.51%	1,608,360.00	0.00%	1,608,360.00
5. Services and Other Operating Expenditures	5000-5999	2,072,102.00	13.26%	2,346,801.00	0.00%	2,346,801.00
6. Capital Outlay	6000-6999	1,670,189.00	-65.86%	570,189.00	0.00%	570,189.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	65,369.00	0.00%	65,369.00	0.00%	65,369.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(393,606.00)	-21.29%	(309,793.00)	-21.98%	(241,689.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		34,201,657.00	2.21%	34,956,490.00	1.41%	35,448,831.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		642,011.00		(22,347.00)		93,126.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		10,060,425.00		10,702,436.00		10,680,089.00
2. Ending Fund Balance (Sum lines C and D1)		10,702,436.00		10,680,089.00		10,773,215.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	5,423,000.00		5,290,000.00		5,725,000.00
d. Assigned	9780	3,675,961.18		3,753,817.70		3,513,927.41
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,583,474.82		1,616,271.30		1,514,287.59
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,702,436.00		10,680,089.00		10,773,215.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,583,474.82		1,616,271.30		1,514,287.59
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		1,583,474.82		1,616,271.30		1,514,287.59
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
24-25: Salaries added back to unrestricted that were paid with one-time funds expended in 23-24.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	3,048,206.00	-35.38%	1,969,854.00	0.00%	1,969,854.00
3. Other State Revenues	8300-8599	6,223,021.00	0.00%	6,223,021.00	0.00%	6,223,021.00
4. Other Local Revenues	8600-8799	2,077,352.00	-13.62%	1,794,436.00	0.00%	1,794,436.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	6,307,995.00	1.11%	6,378,211.00	-1.60%	6,276,228.00
6. Total (Sum lines A1 thru A5c)		17,656,574.00	-7.31%	16,365,522.00	-0.62%	16,263,539.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				5,239,575.00		4,960,318.00
b. Step & Column Adjustment				38,439.00		38,439.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(317,696.00)		(908,527.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,239,575.00	-5.33%	4,960,318.00	-17.54%	4,090,230.00
2. Classified Salaries						
a. Base Salaries				4,006,189.00		3,892,134.00
b. Step & Column Adjustment				56,851.00		56,851.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(170,906.00)		(178,191.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,006,189.00	-2.85%	3,892,134.00	-3.12%	3,770,794.00
3. Employee Benefits	3000-3999	5,146,280.00	-2.20%	5,032,895.00	-4.78%	4,792,388.00
4. Books and Supplies	4000-4999	1,332,464.00	103.32%	2,709,219.00	-75.39%	666,872.00
5. Services and Other Operating Expenditures	5000-5999	2,229,713.00	-13.85%	1,920,974.00	-21.79%	1,502,439.00
6. Capital Outlay	6000-6999	320,000.00	-43.48%	180,877.00	-72.36%	50,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	306,616.00	-27.33%	222,803.00	-30.57%	154,699.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		18,580,837.00	1.82%	18,919,220.00	-20.57%	15,027,422.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(924,263.00)		(2,553,698.00)		1,236,117.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		9,197,924.77		8,273,661.77		5,719,963.77
2. Ending Fund Balance (Sum lines C and D1)		8,273,661.77		5,719,963.77		6,956,080.77
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	8,273,661.77		5,719,963.77		6,956,080.77
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,273,661.77		5,719,963.77		6,956,080.77
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
24-25/25-26: Salaries reduced for one time funds expended in both years. Any on-going positions were moved back to Unrestricted.						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	39,735,226.00	0.40%	39,895,917.00	1.27%	40,401,748.00
2. Federal Revenues	8100-8299	3,048,206.00	-35.38%	1,969,854.00	0.00%	1,969,854.00
3. Other State Revenues	8300-8599	7,319,551.00	0.00%	7,319,551.00	0.00%	7,319,551.00
4. Other Local Revenues	8600-8799	2,372,259.00	-11.93%	2,089,343.00	0.00%	2,089,343.00
5. Other Financing Sources						
a. Transfers In	8900-8929	20,000.00	0.00%	20,000.00	0.00%	20,000.00
b. Other Sources	8930-8979	5,000.00	0.00%	5,000.00	0.00%	5,000.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		52,500,242.00	-2.29%	51,299,665.00	0.99%	51,805,496.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				21,356,954.00		21,695,395.00
b. Step & Column Adjustment				270,593.00		270,594.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				67,848.00		(908,527.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	21,356,954.00	1.58%	21,695,395.00	-2.94%	21,057,462.00
2. Classified Salaries						
a. Base Salaries				9,935,822.00		9,993,384.00
b. Step & Column Adjustment				142,518.00		142,517.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(84,956.00)		(178,191.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,935,822.00	0.58%	9,993,384.00	-0.36%	9,957,710.00
3. Employee Benefits	3000-3999	12,708,677.00	1.29%	12,872,132.00	-1.04%	12,738,041.00
4. Books and Supplies	4000-4999	2,510,658.00	71.97%	4,317,579.00	-47.30%	2,275,232.00
5. Services and Other Operating Expenditures	5000-5999	4,301,815.00	-0.79%	4,267,775.00	-9.81%	3,849,240.00
6. Capital Outlay	6000-6999	1,990,189.00	-62.26%	751,066.00	-17.43%	620,189.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	65,369.00	0.00%	65,369.00	0.00%	65,369.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(86,990.00)	0.00%	(86,990.00)	0.00%	(86,990.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		52,782,494.00	2.07%	53,875,710.00	-6.31%	50,476,253.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(282,252.00)		(2,576,045.00)		1,329,243.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		19,258,349.77		18,976,097.77		16,400,052.77
2. Ending Fund Balance (Sum lines C and D1)		18,976,097.77		16,400,052.77		17,729,295.77
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740	8,273,661.77		5,719,963.77		6,956,080.77
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	5,423,000.00		5,290,000.00		5,725,000.00
d. Assigned	9780	3,675,961.18		3,753,817.70		3,513,927.41
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,583,474.82		1,616,271.30		1,514,287.59
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		18,976,097.77		16,400,052.77		17,729,295.77
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,583,474.82		1,616,271.30		1,514,287.59
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,583,474.82		1,616,271.30		1,514,287.59
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s): N/A						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
2. District ADA		0.00		0.00		0.00
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
3. Calculating the Reserves		3,054.40		2,977.12		2,910.88
a. Expenditures and Other Financing Uses (Line B11)		52,782,494.00		53,875,710.00		50,476,253.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		52,782,494.00		53,875,710.00		50,476,253.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,583,474.82		1,616,271.30		1,514,287.59
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,583,474.82		1,616,271.30		1,514,287.59
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(67,270.00)				
Other Sources/Uses Detail					20,000.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	22,001.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	45,269.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	20,000.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1
 2022-23 Estimated Actuals Unaudited Actuals
 SUMMARY OF INTERFUND ACTIVITIES
 FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	67,270.00	(67,270.00)	20,000.00	20,000.00	0.00	0.00

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(86,990.00)				
Other Sources/Uses Detail					20,000.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	22,474.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	64,516.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	20,000.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	86,990.00	(86,990.00)	20,000.00	20,000.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).
Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	3,054.40	
District's ADA Standard Percentage Level:	1.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	3,402	3,401		
Charter School				
Total ADA	3,402	3,401	0.0%	Met
Second Prior Year (2021-22)				
District Regular	3,401	3,405		
Charter School				
Total ADA	3,401	3,405	N/A	Met
First Prior Year (2022-23)				
District Regular	3,239	3,325		
Charter School		0		
Total ADA	3,239	3,325	N/A	Met
Budget Year (2023-24)				
District Regular	3,219			
Charter School	0			
Total ADA	3,219			

1B. Comparison of District ADA to the Standard

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

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
Third Prior Year (2020-21)				
District Regular	3,546	3,332		
Charter School				
Total Enrollment	3,546	3,332	6.0%	Not Met
Second Prior Year (2021-22)				
District Regular	3,546	3,297		
Charter School				
Total Enrollment	3,546	3,297	7.0%	Not Met
First Prior Year (2022-23)				
District Regular	3,281	3,350		
Charter School				
Total Enrollment	3,281	3,350	N/A	Met
Budget Year (2023-24)				
District Regular	3,320			
Charter School				
Total Enrollment	3,320			

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

Variance due to declining enrollment

1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Variance due to declining enrollment

3. **CRITERION: ADA to Enrollment**

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

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

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	3,401	3,332	
Charter School		0	
Total ADA/Enrollment	3,401	3,332	102.1%
Second Prior Year (2021-22)			
District Regular	2,912	3,297	
Charter School	0		
Total ADA/Enrollment	2,912	3,297	88.3%
First Prior Year (2022-23)			
District Regular	3,086	3,350	
Charter School			
Total ADA/Enrollment	3,086	3,350	92.1%
Historical Average Ratio:			94.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			94.7%

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

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	3,054	3,320		
Charter School	0			
Total ADA/Enrollment	3,054	3,320	92.0%	Met
1st Subsequent Year (2024-25)				
District Regular	2,977	3,236		
Charter School				
Total ADA/Enrollment	2,977	3,236	92.0%	Met
2nd Subsequent Year (2025-26)				
District Regular	2,911	3,163		
Charter School				
Total ADA/Enrollment	2,911	3,163	92.0%	Met

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

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	3,332.81	3,227.34	3,109.54	3,045.83
b. Prior Year ADA (Funded)		3,332.81	3,227.34	3,109.54
c. Difference (Step 1a minus Step 1b)		(105.47)	(117.80)	(63.71)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.16%)	(3.65%)	(2.05%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		38,134,367.00	39,735,226.00	39,895,917.00
b1. COLA percentage		6.56%	8.22%	3.94%
b2. COLA amount (proxy for purposes of this criterion)		2,501,614.48	3,266,235.58	1,571,899.13
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		6.56%	8.22%	3.94%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		3.40%	4.57%	1.89%
LCFF Revenue Standard (Step 3, plus/minus 1%):		2.40% to 4.40%	3.57% to 5.57%	0.89% to 2.89%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	7,308,783.00	7,308,783.00	7,308,783.00	7,308,783.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

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

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	38,139,563.00	39,740,422.00	39,895,917.00	40,401,748.00
District's Projected Change in LCFF Revenue:		4.20%	.39%	1.27%
LCFF Revenue Standard		2.40% to 4.40%	3.57% to 5.57%	0.89% to 2.89%
Status:		Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

Governor's May Revise projects out year COLAs coupled with declining ADA.

5. **CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2020-21)	24,311,093.58	
Second Prior Year (2021-22)	25,774,970.06	28,358,666.99	90.9%
First Prior Year (2022-23)	29,830,004.00	33,961,611.00	87.8%
	Historical Average Ratio:		90.5%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	87.5% to 93.5%	87.5% to 93.5%	87.5% to 93.5%

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

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2023-24)	29,609,409.00		
1st Subsequent Year (2024-25)	30,675,564.00	34,956,490.00	87.8%	Met
2nd Subsequent Year (2025-26)	31,099,801.00	35,448,831.00	87.7%	Met

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

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

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

In 23-24 additional salaries are still paid from one time restricted dollars.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.40%	4.57%	1.89%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-6.60% to 13.40%	-5.43% to 14.57%	-8.11% to 11.89%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.60% to 8.40%	-0.43% to 9.57%	-3.11% to 6.89%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2022-23)	6,816,895.00		
Budget Year (2023-24)	3,048,206.00	(55.28%)	Yes
1st Subsequent Year (2024-25)	1,969,854.00	(35.38%)	Yes
2nd Subsequent Year (2025-26)	1,969,854.00	0.00%	No

Explanation:
(required if Yes)

One time multi year grants received in PY.

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

First Prior Year (2022-23)	14,132,826.00		
Budget Year (2023-24)	7,319,551.00	(48.21%)	Yes
1st Subsequent Year (2024-25)	7,319,551.00	0.00%	No
2nd Subsequent Year (2025-26)	7,319,551.00	0.00%	No

Explanation:
(required if Yes)

One time multi year grants received in PY.

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

First Prior Year (2022-23)	2,994,961.00		
Budget Year (2023-24)	2,372,259.00	(20.79%)	Yes
1st Subsequent Year (2024-25)	2,089,343.00	(11.93%)	Yes
2nd Subsequent Year (2025-26)	2,089,343.00	0.00%	No

Explanation:
(required if Yes)

One time multi year grants received in PY.

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

First Prior Year (2022-23)	3,164,129.00		
Budget Year (2023-24)	2,510,658.00	(20.65%)	Yes
1st Subsequent Year (2024-25)	4,317,579.00	71.97%	Yes
2nd Subsequent Year (2025-26)	2,275,232.00	(47.30%)	Yes

Explanation:
(required if Yes)

One time grants continue to be expended in various subsequent years.

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

First Prior Year (2022-23)	5,346,872.00		
Budget Year (2023-24)	4,301,815.00	(19.55%)	Yes
1st Subsequent Year (2024-25)	4,267,775.00	(.79%)	Yes
2nd Subsequent Year (2025-26)	3,849,240.00	(9.81%)	Yes

Explanation:
(required if Yes)

One time grants continue to be expended in various subsequent years.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2022-23)	23,944,682.00		
Budget Year (2023-24)	12,740,016.00	(46.79%)	Not Met
1st Subsequent Year (2024-25)	11,378,748.00	(10.68%)	Not Met
2nd Subsequent Year (2025-26)	11,378,748.00	0.00%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	8,511,001.00		
Budget Year (2023-24)	6,812,473.00	(19.96%)	Not Met
1st Subsequent Year (2024-25)	8,585,354.00	26.02%	Not Met
2nd Subsequent Year (2025-26)	6,124,472.00	(28.66%)	Not Met

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

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

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

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

One time multi year grants received in PY.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

One time multi year grants received in PY.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

One time multi year grants received in PY.

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

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

One time grants continue to be expended in various subsequent years.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

One time grants continue to be expended in various subsequent years.

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

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

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? Yes
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	49,673,840.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required	Budgeted Contribution ¹	
		Minimum Contribution	to the Ongoing and Major	
		(Line 2c times 3%)	Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	49,673,840.00	1,490,215.20	1,485,146.00	Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

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

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

This will be increased by \$5,000 at 1st Interim.

8. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,335,833.00	1,451,498.76	1,697,769.66
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,335,833.00	1,451,498.76	1,697,769.66
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	44,527,791.73	48,383,292.10	56,592,322.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	44,527,791.73	48,383,292.10	56,592,322.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	3.0%	3.0%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.0%	1.0%	1.0%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	3,444,930.40	26,209,003.36	N/A	Met
Second Prior Year (2021-22)	3,456,868.81	28,358,666.99	N/A	Met
First Prior Year (2022-23)	(665,160.00)	33,961,611.00	2.0%	Not Met
Budget Year (2023-24) (Information only)	642,011.00	34,201,657.00		

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

In 2022-23, Beginning Balance was used for one-time unrestricted capital expenditures.

9. **CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level		Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)		
Third Prior Year (2020-21)	2,957,930.83	3,869,929.67	N/A		Met
Second Prior Year (2021-22)	4,819,200.67	7,314,860.07	N/A		Met
First Prior Year (2022-23)	9,027,400.07	10,725,585.00	N/A		Met
Budget Year (2023-24) (Information only)	10,060,425.00				

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. **CRITERION: Reserves**

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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

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

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

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

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

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,054	2,977	2,911
District's Reserve Standard Percentage Level:	3%	3%	3%

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

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

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s): N/A

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	52,782,494.00	53,875,710.00	50,476,253.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	52,782,494.00	53,875,710.00	50,476,253.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,583,474.82	1,616,271.30	1,514,287.59
6. Reserve Standard - by Amount			

((\$80,000 for districts with 0 to 1,000 ADA, else 0))	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,583,474.82	1,616,271.30	1,514,287.59

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,583,474.82	1,616,271.30	1,514,287.59
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,583,474.82	1,616,271.30	1,514,287.59
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
District's Reserve Standard (Section 10B, Line 7):	1,583,474.82	1,616,271.30	1,514,287.59
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

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

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2022-23)	(6,494,431.00)			
Budget Year (2023-24)	(6,307,995.00)	(186,436.00)	(2.9%)	Met
1st Subsequent Year (2024-25)	(6,378,211.00)	70,216.00	1.1%	Met
2nd Subsequent Year (2025-26)	(6,279,228.00)	(98,983.00)	(1.6%)	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	20,000.00			
Budget Year (2023-24)	20,000.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	20,000.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	20,000.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget? No

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

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

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

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

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

Explanation:

(required if NOT met)

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

Explanation:

(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

Yes

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

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	26	Fund 51/8600	Fund 51/7438-7439	21,293,684
Supp Early Retirement Program	3	Fund 01/8011	Fund 01/3900	818,834
State School Building Loans				
Compensated Absences				

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

TOTAL:				22,112,518

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	1,730,466	1,790,906	1,858,676	2,053,081
Supp Early Retirement Program	0	381,080	218,877	218,877
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	1,730,466	2,171,986	2,077,553	2,271,958
Has total annual payment increased over prior year (2022-23)?		Yes	Yes	Yes

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

GO Bond payments are increasing.

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

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

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

No

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2 For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4 OPEB Liabilities

a. Total OPEB liability	5,312,891.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	5,312,891.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2022

5 OPEB Contributions

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	375,502.00	375,502.00	375,502.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	173,993.00	173,993.00	173,993.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	176,479.00	180,297.00	205,415.00
d. Number of retirees receiving OPEB benefits	24.00	26.00	28.00

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

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

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

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

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

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

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

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

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	203.5	202.5	202.5	202.5

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

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

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

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Unsettled for 2023-24

Negotiations Settled

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

--

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

--

If Yes, date of Superintendent and CBO certification:

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

--

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:		End Date:	
-------------	--	-----------	--

5. Salary settlement:

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

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

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

--

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	213945		
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
7.	Amount included for any tentative salary schedule increases	0	0	0
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

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

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	2070342	2070342	2070342
3.	Percent of H&W cost paid by employer	71.0%	71.0%	71.0%
4.	Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

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

If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	329430	329430	329430
3.	Percent change in step & column over prior year			

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

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

Certificated (Non-management) - Other

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

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	233.3	229.9	229.9	229.9

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

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

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

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Unsettled for 2023-24

Negotiations Settled

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

--

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

--

If Yes, date of Superintendent and CBO certification:

--

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

--

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:		End Date:	
-------------	--	-----------	--

5. Salary settlement:

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

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

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

--

Negotiations Not Settled

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

	114691		
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

7. Amount included for any tentative salary schedule increases

0	0	0	
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

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

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes	Yes	Yes	
1088077	1088077	1088077	
83.0%	83.0%	83.0%	

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

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

If Yes, explain the nature of the new costs:

No			

Classified (Non-management) Step and Column Adjustments

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

Yes	Yes	Yes	
174323	174323	174323	

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

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

Yes	Yes	Yes	
Yes	Yes	Yes	

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	40	40	40	40

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

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

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

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

Negotiations Not Settled

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

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

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

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

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

Management/Supervisor/Confidential

Step and Column Adjustments

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

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

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

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

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 21, 2023

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.465 Board Consideration of Approval of Resolution No. 14; Resolution of the Governing Board to Commit Fund Balance for 2023-24
Presenter: Nicole Lorenz	Action Item: XX Information Item:

As a result of the balance in the State’s Public School System Stabilization Account, the statutory limitation on school district reserves has been triggered for the 2023-24 budget period, pursuant to *Education Code (EC)* Section 42127.01(e).

Beginning with the 2022–23 fiscal year, the district reserve cap requires that a school district’s adopted or revised budget pursuant to *EC* Section 42127 shall not contain a combined assigned or unassigned ending general fund balance of more than 10 percent of those funds.

The fund balance of the District may be committed for a specific purpose by formal action of the Board of Trustees. Committed fund balance may also be redirected by the Board of Trustees to other purposes. Any amendments or modifications to the use of committed funds require approval by formal action of the Board of Trustees.

**Galt Joint Union Elementary School District
Resolution No. 14**

RESOLUTION OF THE GOVERNING BOARD TO COMMIT FUND BALANCE

WHEREAS, the balance in the State's Public School System Stabilization Account has triggered a statutory limitation on school district reserves for the 2023-24 budget period, pursuant to Education Code (EC) section 42127.01(e); and

WHEREAS, pursuant to Education Code (EC) section 42127.01, the District reserve shall not contain a combined assigned and unassigned ending general fund balance of more than 10 percent of those funds; and

WHEREAS, Galt Joint Union Elementary School District is required to comply with Education Code (EC) section 42127; and

WHEREAS, fund balance measures the net financial resources available to finance expenditures in future periods and will be maintained to provide the District with sufficient working capital to address future spending needs; and

WHEREAS, the District is committed to being fiscally prudent and dedicated to preparing for economic uncertainties; and

WHEREAS, the fund balance of the District may be committed for a specific purpose by formal action of the Board of Trustees.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees hereby makes the following commitment of funds in accordance with Education Code (EC) section 42127.01 for the 2023-24 fiscal year:

A commitment of unassigned General Fund balance for future technology upgrades, textbook adoptions, and facilities, in the amount adjusted as needed, to adhere to the requirement in Education Code (EC) section 42127.01.

AND BE IT FURTHER RESOLVED that the committed fund balance may be redirected by the Board of Trustees to other purposes. Any amendments or modifications to the use of committed funds require approval by formal action of the Board of Trustees.

PASSED AND ADOPTED THIS 21st DAY OF JUNE 2023.

AYES:

NOES:

ABSENT:

ABSTAIN:

Lois Yount,
Superintendent

Wesley Cagle, President,
Board of Trustees



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.466 Board Consideration of Approval of 2023-24 Education Protection Act Use of Funds
Presenter: Nicole Lorenz	Action Item: XX Information Item:

The Education Protection Account (EPA) was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.

The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

The EPA Act requires that the use of the EPA funds be determined by the Board at an open public meeting. EPA funds cannot be used for the costs of salaries or benefits of administrators or any other administrative costs.

The 2023-2024 EPA funds are estimated to be \$9,918,324. These funds will be used to cover the salaries and benefits of regular education classroom teachers in 2023-2024.

Board approval is recommended.



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.467 Board Consideration of Approval of 2023-24 Expulsion Panel
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

EC 48918(d) states that expulsion hearings may be heard by the Board, or the Board may appoint a panel of administrators to act in that capacity. The following administrators need to be formally confirmed by the Board of Trustees to serve as expulsion panel members.

Last Name	First Name	Title	School	School 2
Barron Castillo	Carlos	Principal	McCaffrey Middle School	
Del-Toro Anguiano	Claudia	Director of Curriculum	District	
Hayes	Judith	Principal	Lake Canyon Elementary School	
Homdus	Christina	Principal	River Oaks Elementary	
Marquez	Laura	Principal	Fairsite Elementary & Early Learning Center	
Nelson	David	Principal	Valley Oaks Elementary	
Nijjar	Kuljeet	Director of Educational Services	District	
Papineau	Laura	Assistant Principal	Lake Canyon Elementary	Marengo Ranch Elementary
Porter	Jennifer	Principal	Marengo Ranch Elementary	
Saldate	Joshua	Assistant Principal	McCaffrey Middle School	
Simonich	Stephanie	Principal	Greer Elementary	
Trull	Elaine	Assistant Principal	McCaffrey Middle School	River Oaks Elementary
Wheeler	Leah	Assistant Principal	Greer Elementary	Valley Oaks Elementary



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.468 Board Consideration of Approval of Declaration of Need for Fully Qualified Educators for 2023-24
Presenter: Claudia Del Toro-Anguiano	Action Item: XX Information Item:

When there is a shortage of fully credentialed teachers, the California Commission on Teacher Credentialing (CTC) requires school districts to file a Declaration of Need for Fully Qualified Educators prior to the issuance of any emergency permit and/or limited assignment permit for potential teachers who may qualify for such authorization. In addition, teachers that either possess the Intern Credential or enough units, in a specific area, are then declared 'intern ready' by our Human Resources Department.

The Declaration of Need provides the district with flexibility and options to fill vacancies. This declaration must be presented to the board, for approval, on an annual basis.

This Declaration of Need for Fully Qualified Educators includes eleven intern teachers who will participate in the District Intern Program, as well as the district's estimated need for one single subject teacher and one CLAD emergency permit.

Board approval is recommended.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name	Signature	Title
------	-----------	-------

Fax Number	Telephone Number	Date
------------	------------------	------

Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.469 Board Consideration of Approval of 2023-24 Single Plan for Student Achievement for: <ol style="list-style-type: none"> 1. Fairsite Elementary 2. Lake Canyon Elementary 3. Marengo Ranch Elementary 4. River Oaks Elementary 5. Valley Oaks Elementary 6. Vernon E. Greer Elementary 7. Robert L. McCaffrey Middle
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:
<p>The attached Single Plans for Student Achievement (SPSA) reflect the site-based implementation of the Local Control Accountability Plan (LCAP) along with state and federal budget and plan requirements. SPSA plans have been updated to align with the two LCAP goals and are on the same development cycle as the LCAP.</p> <p>Goal 1: Engaging learners through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments. Goal 2: Promoting whole learner development through social and emotional learning opportunities in a variety of safe environments.</p> <p>The Local Control Funding Formula (LCFF) provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, the annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.</p> <p>The plans are designed to support the implementation of the Common Core State Standards (CCSS) for all students. The plans will be adjusted throughout the next school year based on expenditures and trimester student performance data. The SPSAs will be posted in English and Spanish on the GJUESD website for employee and community reference.</p> <p>SPSA Components:</p> <ol style="list-style-type: none"> 1. Comprehensive Needs Assessment 2. Stakeholder Involvement 3. Resource Inequities 4. School and Student Performance Data 5. Goals, Strategies & Proposed Expenditures 6. Budget Summary 7. School Site Council Membership & Signature Page 	

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairsite Elementary school	34 67348 0141325		

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 3
 - Data Analysis 3
 - Surveys 3
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
- Goals, Strategies, & Proposed Expenditures..... 13
 - Goal 1..... 13
 - Goal 2..... 19
- Budget Summary 22
 - Budget Summary 22
 - Other Federal, State, and Local Funds 22
- Budgeted Funds and Expenditures in this Plan 23
 - Funds Budgeted to the School by Funding Source..... 23
 - Expenditures by Funding Source 23
 - Expenditures by Budget Reference 23
 - Expenditures by Budget Reference and Funding Source 23
 - Expenditures by Goal..... 24
- School Site Council Membership 25
- Recommendations and Assurances 26

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Parent and Staff CalSCHLS Survey is administered in the spring of each year.

Parent Survey: The most recent surveys completed in March 2023 were overwhelming positive.

Average percent of respondents reporting "Strongly agree":

Parental Involvement: 64%;

Promotion of parental involvement in school 49%;

The school encourages me to be an active partner, 64%; School actively seeks the input of parents, 46%;

Parents feel welcome to participate at this school, 63%;

Student Learning Environment 73%;

School is a safe place for my child. 82%;

School motivates students to learn, 86%.

School has adults who really care about students-79%;

Opportunities for meaningful student participate-68%;

Communication with parents about school-70%;

Teachers responsive to child's social and emotional needs-92%;

School provides parents with advice and resources to support my child's social and emotional needs-80%;

Schools enforces school rules equally-75%; School Treats all students with respect-82%; School promotes respect of cultural beliefs/practices-68%

2023 CalSCHLS STAFF SURVEY.

The most recent survey completed in March 2023 revealed areas of strength and areas for continued growth and feedback. Areas of strength for the site include: (respondents reporting strongly agree or agree):

The school is a supportive and inviting place for students to learn- 96% (strongly agree/agree);

Promotes academic success for all students 91% (strongly agree/agree)

Emphasizes helping students academically when they need it-91% (strongly agree/agree)

Emphasizes teaching lessons in ways relevant to students-100% (strongly agree/agree)

Motivates students to learn-95% (Strongly agree/agree)

Is a safe place for students-95%. (strongly agree/agree)

Areas for further discussion, collaboration, and growth include: (respondents reporting strongly agree/agree):

This school is a supportive and inviting place for staff to work-79% (strongly agree/agree)

Promotes trust and collegiality among staff-65% (strongly agree/agree)

Is a safe place for staff-87% (strongly agree/agree)

Promotes personnel participation in decision-making that affects school practices and policies-71%. (strongly agree/agree)

Adults who work at this school...

Have close professional relationships with one another-68% (strongly agree/agree)
Support and treat each other with respect-82% (strongly agree/agree)
Feel a responsibility to improve this school-82%. (strongly agree/agree)

Classroom Observations

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

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Fairsite Elementary School staff have conducted comprehensive needs assessments in order to strengthen student achievement and Kindergarten readiness skills in the areas of academics, social/emotional, language and physical development. Needs assessments are aligned with California Learning Foundations, Desired Results of Development Progress and district trimester benchmarks.

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

Teachers utilize local trimester assessment data along with daily embedded assessments to strengthen student achievement. Instruction and intervention groups are continually modified based on formal and informal assessment data and student progress. Each Wednesday, grade-level teachers meet as a professional learning community (PLC) to monitor each learner's growth toward standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In the 2022-23 school year all TK teachers met "Highly Qualified" teacher requirements (A bachelor's degree, A teaching or intern credential, and demonstrated core academic subject matter competence)

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

Fairsite utilizes the Human Resource services of the district in advertising for any vacancies that may occur. The District screens applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview.

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

GJUESD administrators and teachers participate in staff development designed to support standards, student performance, and professional needs. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols). Staff social-emotional well-being is supported by ongoing professional development and support including the implementation of RULER strategies. WestEd also provided staff development in the areas of effective family engagement and building relationships with families. Staff has access to training and support with school-wide SEL curriculum- Second Step.

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

Principals are responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or other staff.

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

Grade level Professional Learning Communities (PLCs) continue to collaborate each week, focusing on student needs and instruction. There are also opportunities for TK teachers to meet and plan with Kinder teachers as well as during the school year.

Teaching and Learning

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

Transitional Kindergarten curriculum, instruction, and materials are all aligned with the California Early Learning Foundations.

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

Instructional minutes for reading/language arts and mathematics adhere to the TK total 180 daily instructional minutes.

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

Teachers follow the recommended curriculum pacing as suggested in district adopted English Language Arts and math curriculum. There is also flexibility with pacing in order to meet the personalized needs of the students.

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

All TK students have access to the core standards-aligned ELA and math curriculum.

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

ELA Benchmark curriculum is SBE-adopted and aligned to the Learning Foundations.

Opportunity and Equal Educational Access

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

Every TK classroom has a 3.5 hour instructional assistant or bilingual instructional assistant (IAs) to maintain a ratio of 1 adult to every 12 students. IAs provide support in the classroom through small groups and 1:1 support, when needed. Our Multi-Tiered Systems of Support (MTSS) incorporates the grade level standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. MTSS site teams will meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, teachers, and specialists.

Evidence-based educational practices to raise student achievement

Teachers will engage in their PLC through weekly collaboration and articulation taking place on early release Wednesdays throughout the school year. Teachers will utilize data from a variety of sources in order to make decisions about student interventions, instructional modifications, professional development, school climate and safety, and other program changes needed.

Parental Engagement

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

Fairsite Elementary and Early Learning Center serves families with children ages 0-5 years old. The School Readiness Center offers a wide variety of experiences so that families will begin their GJUESD experience with a stronger learning foundation and help ensure that our youngest learners advance from PreKindergarten to elementary school with stronger opportunities for social, emotional and academic success. This experience encompasses home-based, center-based, extended learning opportunities.

Bilingual Community Outreach staff coordinate efforts to increase home-school communication and engagement dual language learner families.

Dual Capacity Building: Academic Parent Teacher Teams (APTT) is a research-based family engagement and leadership opportunity for parents/caregivers that that teachers offer 3 times per year. The goal is to strengthen family involvement as parents become partners in their children's education and support their learning at home

Fairsite supports the parents' role in their child's learning at home through an evidence-based home visitation program and a parent early learning texting App. The ECE Home Visitor provides in-home developmental and educational experiences for EL families who may live in rural areas or without transportation

Parent & Child Playgroups: Provide structured Developmental Playgroups for children ages 0-3 and their caregivers, prioritizing enrollment for children living in low-income families who are not otherwise enrolled in public infant/toddler programs and services. The Playgroups involve families/caregivers as active participants with their children and educate them about the importance of play in child development and the critical role they play in supporting school success

Parents As Volunteers: Parent volunteers support the classroom by assisting with classroom projects, planning activities, and helping with the overall success of the classroom

Parent Advisory Committee (PAC): The Fairsite PAC meets monthly. PAC develops Parent leadership capacity and gathers stakeholder input for continuous improvement process
Parents representatives from each classroom support family engagement by prioritizing and planning school activities

English Classes for Parents: EL CIELO English Literacy Class meets twice a week in 2-hour sessions focused on building vocabulary as well as communication skills between home and school

Family Friday Events: the whole family is invited to attend monthly family events such as Math Night, Picnic on the Green, Fall Festival, Movie Night, etc.
These events are designed to promote family (adult caregivers) literacy and bring families together to network with each other.

Kindergarten Information Nights: TK/K teachers come to Fairsite preschool to share K expectations with parents and ideas for helping children prepare for Kindergarten

Partnering in Education opportunities include Back-to-School Night, Parent-Teacher Conferences in the fall and spring and Open House. Teachers also communicate regularly with families via the Class Dojo parent app.

2nd Cup of Coffee is a parent/caregiver wellness class that provides information on local resources, topics of parent interest, and a fun family craft.

University of Davis Cooperative Extension will provide two Nutrition Series that focus on selecting and preparing healthy snack and meals, nutrition and healthy lifestyles.

Parent Listening Circles: Gives parents a meaningful opportunity to contribute to school decision-making

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

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. Beginning with the 2023-24 school year Fairsite will elect a School Site Council (formally Parent Advisory Committee- PAC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for ELs. The School Site Council (SSC) is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact.

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

In addition to participation in a variety of district and school site committees, parents and students may also participate in annual listening circles and parent workshops covering a variety of topics.

Funding

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

Instructional assistants (IAs) and bilingual Instructional assistants (BIAs) are provided to support struggling learners.

Fiscal support (EPC)

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and reclassified English learners will benefit from the resources provided by state and federal Title I and Title III funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Beginning in the 2023-24 school year, Fairsite will seek the input and advice of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) in reviewing, revising, and establishing goals and actions for the SPSA. Meetings are generally held throughout the school year, in which the committees review the previous year's plan, give suggestions for the new year's plan, and review the draft of the SPSA before final approval.

Resource Inequities

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

No resource inequities have been identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	N/N	N/A	96
Total Enrollment			96

Conclusions based on this data:

1. This is the first year of TK enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners			31			32.3%
Fluent English Proficient (FEP)			2			2.1%
Reclassified Fluent English Proficient (RFEP)			0			0%

Conclusions based on this data:

1. This data is for our Transitional Kindergarten students who will transition to Kindergarten at another school site. Based on TK enrollment at Fairsite Elementary School, 1/3 of the student population is considered English Language Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Kinder Readiness

LEA/LCAP Goal

Engaging learners through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Goal 1

In order to prepare our students for later reading success, Fairsite students will be provided learning opportunities that develop oral language skills that are aligned to California early learning foundations with a focus on equity, access and academic rigor, and inclusive practices.

Identified Need

Research has documented that oral language development plays a critical role in early literacy and provides the foundation for reading and writing. Students exposed to high-quality learning experiences in rich language environments enter kindergarten prepared for success throughout their academic careers. High-quality early learning environments are critical for students who need it the most, including children who need it the most, including children experiencing poverty, children of color, children who are dual language learners, and children with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PreK learners meeting the Kindergarten Readiness benchmarks will increase 10% or greater each year.	<p>School Readiness Assessments:</p> <p>1a. % of all Preschool students meeting Kinder Readiness Benchmarks</p> <p>Color Recognition 94%</p> <p>Shape Identification: 78%</p> <p>Number Identification 52%</p> <p>Letter Names Upper 57%</p> <p>Letter Names-Lower: 37%</p> <p>Rote counting: 69%</p> <p>1:1 Correspondence: 89%</p> <p>Pattern Creation: 94%</p> <p>Name Writing: 100%</p> <p>1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks</p> <p>Color Recognition 84%</p>	<p>1a. % of all Preschool students meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas.</p> <p>1b % of all Preschool/dual language learners meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas.</p> <p>2a. % of all TK students meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Shape Identification: 73%
 Number Identification 50%
 Letter Names Upper 39%
 Letter Names-Lower: 39%
 Rote counting: 61%
 1:1 Correspondence: 88%
 Pattern Creation: 92%
 Name Writing: 100%

2a. % of all TK students meeting Kinder Readiness Benchmarks

Color Recognition 98%
 Shape Identification: 91%
 Number Identification 83%
 Letter Names Upper 75%
 Letter Names-Lower: 67%
 Rote counting: 75%
 1:1 Correspondence: 92%
 Pattern Creation: 67%
 Name Writing: 88%

2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks

Color Recognition 95%
 Shape Identification: 81%
 Number Identification 77%
 Letter Names Upper 77%
 Letter Names-Lower: 68%
 Rote counting: 53%
 1:1 Correspondence: 85%
 Pattern Creation: 47%
 Name Writing: 95%

3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness Benchmarks

Color Recognition 70%
 Shape Identification: 75%
 Number Identification 75%
 Letter Names Upper 65%
 Letter Names-Lower: 50%
 Rote counting: 55%
 1:1 Correspondence: 100%
 Pattern Creation: 100%
 Name Writing: 100%

2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% in the 9 identified areas.

3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness benchmarks will increase by 10% or greater in the 9 identified areas.

3b. % of all Dual Language Immersion, Preschool dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.

4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness will increase by 10% or greater in the 9 identified areas.

4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3b. % of all Dual Language Immersion/Preschool students, dual language learners meeting Kinder Readiness Benchmarks Color Recognition 90% Shape Identification: 90% Number Identification 90% Letter Names Upper 81% Letter Names-Lower: 63% Rote counting: 63% 1:1 Correspondence: 100% Pattern Creation: 100% Name Writing: 100%</p> <p>4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness Benchmarks Color Recognition 85% Shape Identification: 71% Number Identification 61% Letter Names Upper 57% Letter Names-Lower: 57% Rote counting: 68% 1:1 Correspondence: 95% Pattern Creation: 100% Name Writing: 100%</p> <p>4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 100% Shape Identification: 66% Number Identification 78% Letter Names Upper 78% Letter Names-Lower: 78% Rote counting: 86% 1:1 Correspondence: 100% Pattern Creation: 100% Writes Name: 100%</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dual Language Learner enrollment in PreKindergarten will increase 5% each year.	2022-23 SIS Data Preschool (ages 0-5): Total enrollment = 248 Total dual lang. learner enrollment = 104 (42%) Transitional kinder: Total enrollment = 96 Total dual language learner enrollment = 32 (33%)	2023-24 Expected Outcome- Preschool (0-5) dual language learner enrolment= 47% TK dual language learner enrollment = 38%
Fairsite School Readiness direct services to families will increase by at least 100 families each year.	2022-23 First 5 Data: 256 families were served	2023-24 Expected Outcome- 356 families will be served
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	2022-2023 Actual Outcome: Maintained 100%	2023-24 Expected Outcome- 100% maintained
Parents of unduplicated students will be represented at 100% of all educational partner meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students	2022-23 School Data Representation all education partner meetings= MET	2023-24 Expected Outcome- MET maintained
Parent survey will be completed by a minimum of 50 families with an increase of 10% each year	March 2023 CalSCHLS Parent Survey respondents: 34 May JBMF Parent Survey	2023-24 Expected Outcome- 50 completed parent surveys
Misassignments of teachers will remain at 0	Currently, there are no misassignments at Fairsite.	2023-24 Expected Outcome- maintained at zero (0)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

All students will be provided instruction with district-adopted ELA curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Students identified as English Language Learners will be provided daily ELD instruction: both integrated and designated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,002

Title III
2000-2999: Classified Personnel Salaries
BIA

6,203

Title I
2000-2999: Classified Personnel Salaries
BIA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional Development in meeting the needs of dual language learners-BeGlad, district PD; SCOE-EL trainings; conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

LCFF - Supplemental

1000-1999: Certificated Personnel Salaries
Release time for teachers

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Kinder Readiness

LEA/LCAP Goal

Promoting Prek-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Goal 2

In order for our students to be Kindergarten ready, Fairsite staff will implement district adopted social/emotional curriculum and strategies to develop a socially competent learner; respecting and celebrating cultural differences.

Identified Need

Research has indicated students' readiness for kindergarten is not only dependent on them learning letters and numbers. Social and emotional skills children gain or don't gain before they enter kindergarten can have profound effects throughout their school career. Critical skills include, being able to follow direct need to follow directions, comply with rules, manage emotions, solve problems, organize and complete tasks, and get along with others. Social and emotional skills develop early before children enter school, and they are essential for learning in a classroom setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily TK attendance will be maintained at 96% or greater	Aug 11, 2022-April 7, 2023 (monthly reports available upon request) ADA Percentages: Fairsite: 91.95%	Expected Outcomes: Attendance will be maintained at 96% or greater
Chronic absenteeism will decrease by 1% or greater for every student subgroup.	For School Year 22/23: Baseline: 26%	Expected Outcome: TK will be 26% or less.
Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Staff participation in the survey will increase by 50%.	March 2023 CalSCHLS: Staff Report areas below 50%: School Supports for staff: 20% Staff Collegiality: 20% Is a safe place for staff 32% Provides Adequate counseling and support services-30%	Expected Outcome: March 2024 CalSCHLS Staff Report: School Supports for staff: 25% Staff Collegiality: 25% Is a safe place for staff 37% Provides Adequate counseling and support services-35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	March 2023 CalSCHLS: Parent Report areas below 50% Parental Involvement in school-49% School Actively seeks the input of parents-46%	Expected Outcome: March 2024 CalSCHLS surveys: Parental Involvement in school-54% School Actively seeks the input of parents-51%
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	November 2022 FIT report for Fairsite is currently FAIR	Expected Outcome: 2023 FIT report: Good

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Family Engagement, Educational events in the evening. Math Night, Literacy Night, Science Night/Fair

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and administration will meet with families of students that are chronically absent; developing strategies to address barriers. Develop incentives for students/families for improved attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Socio Economically Disadvantaged

Strategy/Activity

Assemblies to promote cultural and social emotional awareness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Outside vendors, organizations.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$9205
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,205.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$6,203.00
Title III	\$3,002.00

Subtotal of additional federal funds included for this school: \$9,205.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$13,000.00

Subtotal of state or local funds included for this school: \$13,000.00

Total of federal, state, and/or local funds for this school: \$22,205.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	15000	2,000.00
Title I	8915	2,712.00
Title I Part A: Parent Involvement	189	189.00
Title III	3002	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	13,000.00
Title I	6,203.00
Title III	3,002.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	9,205.00
4000-4999: Books And Supplies	3,000.00
5000-5999: Services And Other Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00

2000-2999: Classified Personnel Salaries	Title I	6,203.00
2000-2999: Classified Personnel Salaries	Title III	3,002.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,205.00
Goal 2	8,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Maria Sandoval	Other School Staff
Douglas Becker	Parent or Community Member
Penelope Latta	Parent or Community Member
Letisia Anguiano	Parent or Community Member
Yazmin Aguilar	Parent or Community Member
Yazmin Aguilar	Parent or Community Member
Lorena Segoviano	Parent or Community Member
Kuljeet Nijjar	Principal
Monica Garcia	Other School Staff
Maria West	Classroom Teacher
Evelyn Becker	Parent or Community Member
Veronica Valdovinos	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/26/2023.

Attested:



Principal, Kuljeet Nijjar on 5/26/2023



SSC Chairperson, Evelyn Becker on 5/26/2023

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lake Canyon Elementary School	34673480107946	05/23/23	

Purpose and Description

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

Schoolwide Program

Schoolwide Program- The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the Single Plan.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 3
 - Data Analysis 3
 - Surveys 3
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - CAASPP Results..... 13
 - ELPAC Results 17
 - Student Population 21
 - Overall Performance 23
 - Academic Performance 25
 - Academic Engagement 30
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1..... 34
 - Goal 2..... 48
- Budget Summary 59
 - Budget Summary 59
 - Other Federal, State, and Local Funds 59
- Budgeted Funds and Expenditures in this Plan 60
 - Funds Budgeted to the School by Funding Source..... 60
 - Expenditures by Funding Source 60
 - Expenditures by Budget Reference 60
 - Expenditures by Budget Reference and Funding Source 60
 - Expenditures by Goal..... 61
- School Site Council Membership 62
- Recommendations and Assurances 63

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Lake Canyon students, parents, and staff have participated in the following surveys; District Polls, Bullying Awareness and Needs, Youth Engagement Focus Group, and CalSCHLS Survey. These surveys revealed a need for attention to the issues of bullying and its impact on student engagement and the provision of added support in meeting the social-emotional needs of students. Survey results also revealed the impact of instilling a growth mindset and a desire to persevere in our students. Results revealed that students feel safe on our campus. Poll results revealed Lake Canyon students have a strong sense of engagement and hope for their futures. Parent and staff surveys indicate a strong sense of well-being and support of school-wide systems.

Students are hopeful and engaged per the Cal Schools Survey. School Engagement and Supports Grades 5/6 results by percentage (results indicate agree/strongly agree metrics combined for 5th/6th grades:

School Connectedness (In School Only) 86/89

Academic motivation 93/85

School Boredom 43/39

Caring adults in school 83/88

High expectations-adults in school 91/94

Meaningful participation 64/65

Facilities upkeep 80/96

Parent involvement in schooling 85/84

Social and emotional learning supports 82/89

Anti-bullying climate 80/88

School Safety and Cyberbullying Grades 5/6 results by percentage:

Feel safe at school 93/90

Feel safe on way to and from school 93/96

Been hit or pushed 20/20

Mean rumors spread about you 40/37

Called bad names or target of mean jokes 43/37

Saw a weapon at school 13/25

Cyberbullying 20/14

School Disciplinary Environment Grades 5/6 results by percentage:

Rule clarity 83/94

Students well behaved 65/56

Students treated fairly when break rules 68/73

Students treated with respect 88/98

Substance Use and Physical/Mental Health Grades 5/6 results by percentage:

Alcohol or drug use 8/4

Marijuana use 0/0

Cigarette use 0/0

Vaping 0/0

Experienced sadness 18/12

Key Indicators/Percent Agree/Strongly Agree from CalSCHLS Parent Survey completed by 72 families with an overall percentage of responses indicating Agree/Strongly Agree in key areas including-

Actively seeks the input of parents before making important decisions. = 69%

Promotes academic success for all students. = 93%

Motivates students to learn. = 91%

Provides quality counseling or other ways to help students with social or emotional needs. = 66%

Has adults who really care about students. = 90%

Is a supportive and inviting place for students to learn. = 98%

Is a safe place for my child. = 94%

Classroom Observations

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

School administrators perform formal and informal observations of employees. Certificated staff are regularly observed and provided feedback. Classified staff are observed and provided feedback. All Lake Canyon staff are performing their assigned position descriptions and are meeting or exceeding performance goals. Ongoing professional development is prioritized and offered for all employee groups. Certificated staff have access to participating in self-evaluation through self-reflection professional rubrics. Certificated staff have access to peer observations and feedback.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Lake Canyon student achievement is measured using the District Reading Assessment (DRA), Measures of Academic Progress (MAP) assessment by NWEA, ELPAC and the CAASPP assessment. The data from these assessments informs personalized academic plans for each student.

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

Lake Canyon students are assessed using district benchmark assessments and through the MAP assessment each trimester. The data from these assessments informs personalized academic plans for each student. Changes and updates to these plans are made regularly to meet the changing needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Lake Canyon certificated staff is highly qualified.

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

100% of Lake Canyon certificated staff has access to professional development, instructional materials, training opportunities and conferences, webinars, and professional development release time which includes access to instructional materials training on SBE-adopted instructional materials including, but not limited to ELA curriculum training, SIPPS training, Benchmark ELD training.

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

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards and Next Generation Science Standards (NGSS)) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD) and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols) (personal goal-setting) . Staff social-emotional well-being is supported by ongoing professional development and support including access to strengths training and RULER strategies including use of a mood-meter to recognize and regulate adverse emotions. Staff has access to training and support with school-wide SEL curriculum- Second Step.

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

Lake Canyon teachers have the assistance and support of instructional teachers on special assignment along with the support and guidance of district and school site administrators. All staff coaching and development is aligned to the current content standards (Common Core State Standards, CA ELD Standards and Next Generation Science Standards) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to strongly teach the CCSS and the NGSS. The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize training opportunities and tie them to their own personalized professional development. Additionally, teachers and administrators have access to developing Educational Personal Pathways (personal goal-setting).

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

All Lake Canyon teachers actively participate in grade level and grade span professional learning communities (PLC). Each PLC is afforded time weekly for planning and collaboration. All staff collaboration is aligned to support the implementation of the current content standards (CCSS and NGSS) and the assessed needs of the students of Lake Canyon.

Teaching and Learning

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

All Lake Canyon curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

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

Lake Canyon meets the recommended instructional minutes for all core subjects including literacy and math. Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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

The year-long schedule of Lake Canyon allows teachers the flexibility to incorporate sufficient intervention courses. Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in need of support outside of the regular classroom will have access to before and after-school programs offering strong differentiated small group intervention support, Service Learning, and the Galt Expanded Learning Program. Technology tools are incorporated purposefully to support all aspects of the regular school program. The Galt Expanded Learning is also an expansive after-school program offered at Lake Canyon.

Monthly Multi-Tiered Systems of Support (MTSS) referral meetings provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning. Additionally, a teacher support provider (TSP) from the MTSS referral team will communicate and support teachers to monitor the progress these students are making.

Teachers collaborate with administration and district teachers on special assignment and/or curriculum coaches to create pacing guides based on the standards that must be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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

100% of instructional materials are available to all student groups and aligned to the current adopted CCSS and NGSS. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies.

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

All instructional material are aligned with SBE-adopted and standards aligned benchmarks. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies. Administrators monitor the implementation of district standards-aligned curriculum through frequent classroom observations and teacher evaluation processes.

Opportunity and Equal Educational Access

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

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

All services provided by the regular school program enable underperforming students to meet standards. For example, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Evidence-based educational practices to raise student achievement

Lake Canyon utilizes research based educational practices such as the implementation of a multi tiered system of supports and lessons and units based on universal design. Response to Intervention systems are in place to support the needs of identified students. Teachers collaborate weekly and each trimester through the academic conference model to engage in analysis of student progress and growth based on formative and district assessments. Personalized Learning Plan Pathways and goal setting documents (also referred to as PLPs) for each student prescribe intervention and enrichment pathways based on the current CCSS, ELD Standards and NGSS. Student engagement is maximized through interest based project and inquiry based lessons and units across all subjects. A wide variety of interest based after school clubs and academic competition opportunities as well as guest speakers, field trips, and activities enlarge student engagement. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Parental Engagement

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

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parenting classes and provides access to community based tutors.

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

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parent academies and classes and provides access to community based tutors. Lake Canyon provides IAs to support instruction. An annual parent-school compact outlines these resources for parents. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House/Celebration of Learning, Literacy Nights, and other school events

Funding

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

Lake Canyon has a full time school licensed social worker and health assistant and offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. Title I, II, and III funding support the goals and actions of the school and are directly linked and referenced in our Galt Joint Union Elementary School District's LCAP goals through the implementation of personalized learning growth plans for every student and staff member, adopted standards (CCSS and NGSS) taught in blended and flexible settings, the application of measures for continuous improvement, and the provision of school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Fiscal support (EPC)

SWP funds and state and local funding, including Supplemental and Concentration funding and state Educator Effectiveness funding, will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the English Learner subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including CA Supplementary and Concentration, Title I and Title III.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school advertises for school site council members via the school website during the months of August and September. The election of the current council members followed nominations and letters of interest. Meeting dates for the school site council take place in early November, late February, and early June. The annual review takes place at the final annual meeting of the school site council. In years when there aren't more interested candidates for open SSC positions, the SSC members implement an organizational meeting in September and appoint interested individuals to open positions and roles through an SSC vote. This was the method used in the 2022-23 school year.

Resource Inequities

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

No inequities cited at this time per needs assessment analysis and observation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	79	66
Grade 1	87	68	58
Grade 2	63	89	66
Grade3	79	69	90
Grade 4	88	77	70
Grade 5	81	86	74
Grade 6	63	84	87
Total Enrollment	533	552	511

Conclusions based on this data:

1. The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group on our campus per demographic reports. Enrollment has remained somewhat stable at our campus.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	89	105	78	16.70%	19.0%	15.3%
Fluent English Proficient (FEP)	10	19	15	1.9%	3.4%	2.9%
Reclassified Fluent English Proficient (RFEP)	27	16	25	5.1%	2.9%	4.9%

Conclusions based on this data:

1. This English Learner data will inform the instructional practice undertaken by Lake Canyon educators as they develop academic pathways for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group to ensure academic growth.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	69		0	67		0	67		0.0	97.1	
Grade 4	91	72		0	71		0	71		0.0	98.6	
Grade 5	74	85		0	85		0	85		0.0	100.0	
Grade 6	62	82		0	82		0	82		0.0	100.0	
All Grades	302	308		0	305		0	305		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2427.			23.88			25.37			26.87			23.88	
Grade 4		2441.			22.54			19.72			18.31			39.44	
Grade 5		2496.			21.18			32.94			20.00			25.88	
Grade 6		2511.			14.63			34.15			17.07			34.15	
All Grades	N/A	N/A	N/A		20.33			28.52			20.33			30.82	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.85			56.72			13.43	
Grade 4		23.94			50.70			25.35	
Grade 5		18.82			62.35			18.82	
Grade 6		17.07			54.88			28.05	
All Grades		21.97			56.39			21.64	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.46			64.18			28.36	
Grade 4		7.04			57.75			35.21	
Grade 5		12.94			62.35			24.71	
Grade 6		14.63			53.66			31.71	
All Grades		10.82			59.34			29.84	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.43			80.60			5.97	
Grade 4		11.27			77.46			11.27	
Grade 5		11.76			77.65			10.59	
Grade 6		17.07			65.85			17.07	
All Grades		13.44			75.08			11.48	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.42			70.15			13.43	
Grade 4		15.49			59.15			25.35	
Grade 5		14.12			70.59			15.29	
Grade 6		13.41			65.85			20.73	
All Grades		14.75			66.56			18.69	

Conclusions based on this data:

1. This '21-'22 baseline data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop learning plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	69		0	67		0	67		0.0	97.1	
Grade 4	91	72		0	71		0	71		0.0	98.6	
Grade 5	74	85		0	85		0	85		0.0	100.0	
Grade 6	62	82		0	82		0	82		0.0	100.0	
All Grades	302	308		0	305		0	305		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.			20.90			28.36			28.36			22.39	
Grade 4		2453.			12.68			32.39			22.54			32.39	
Grade 5		2483.			7.06			23.53			34.12			35.29	
Grade 6		2501.			13.41			23.17			29.27			34.15	
All Grades	N/A	N/A	N/A		13.11			26.56			28.85			31.48	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.36			44.78			26.87	
Grade 4		22.54			40.85			36.62	
Grade 5		10.59			57.65			31.76	
Grade 6		13.41			54.88			31.71	
All Grades		18.03			50.16			31.80	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.88			55.22			20.90	
Grade 4		16.90			46.48			36.62	
Grade 5		9.41			57.65			32.94	
Grade 6		8.54			59.76			31.71	
All Grades		14.10			55.08			30.82	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.36			61.19			10.45	
Grade 4		18.31			57.75			23.94	
Grade 5		8.24			71.76			20.00	
Grade 6		13.41			60.98			25.61	
All Grades		16.39			63.28			20.33	

Conclusions based on this data:

1. This baseline data '21-'22 data will normally inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1439.9	1393.4		1454.2	1411.5		1406.6	1351.2		13	12	
1	*	1428.1		*	1424.3		*	1431.2		8	12	
2	*	*		*	*		*	*		10	9	
3	1471.0	*		1459.9	*		1481.8	*		21	9	
4	1522.4	1522.0		1504.7	1530.5		1539.9	1513.2		21	20	
5	1525.2	1532.0		1518.1	1540.8		1531.8	1522.6		13	13	
6	*	1519.8		*	1518.4		*	1520.9		10	13	
All Grades										96	88	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00		76.92	25.00		15.38	33.33		0.00	41.67		13	12	
1	*	0.00		*	8.33		*	83.33		*	8.33		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	5.00	*		30.00	*		30.00	*		35.00	*		20	*	
4	30.00	25.00		40.00	25.00		20.00	45.00		10.00	5.00		20	20	
5	15.38	23.08		46.15	46.15		23.08	23.08		15.38	7.69		13	13	
6	*	0.00		*	46.15		*	46.15		*	7.69		*	13	
All Grades	18.28	10.23		45.16	34.09		22.58	42.05		13.98	13.64		93	88	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	16.67		76.92	33.33		7.69	16.67		0.00	33.33		13	12	
1	*	0.00		*	8.33		*	83.33		*	8.33		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	5.00	*		40.00	*		30.00	*		25.00	*		20	*	
4	35.00	40.00		40.00	35.00		15.00	15.00		10.00	10.00		20	20	
5	38.46	61.54		38.46	30.77		7.69	0.00		15.38	7.69		13	13	
6	*	46.15		*	38.46		*	7.69		*	7.69		*	13	
All Grades	26.88	28.41		45.16	37.50		17.20	19.32		10.75	14.77		93	88	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00		38.46	8.33		53.85	50.00		0.00	41.67		13	12	
1	*	0.00		*	8.33		*	66.67		*	25.00		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	5.00	*		30.00	*		20.00	*		45.00	*		20	*	
4	35.00	15.00		30.00	20.00		15.00	35.00		20.00	30.00		20	20	
5	15.38	7.69		7.69	30.77		53.85	30.77		23.08	30.77		13	13	
6	*	0.00		*	30.77		*	30.77		*	38.46		*	13	
All Grades	16.13	6.82		32.26	20.45		31.18	45.45		20.43	27.27		93	88	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	16.67		92.31	66.67		0.00	16.67		13	12	
1	*	8.33		*	91.67		*	0.00		*	12	
2	*	*		*	*		*	*		*	*	
3	20.00	*		65.00	*		15.00	*		20	*	
4	60.00	35.00		40.00	55.00		0.00	10.00		20	20	
5	15.38	15.38		69.23	84.62		15.38	0.00		13	13	
6	*	7.69		*	69.23		*	23.08		*	13	
All Grades	31.18	27.27		62.37	63.64		6.45	9.09		93	88	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.15	8.33		46.15	50.00		7.69	41.67		13	12	
1	*	0.00		*	50.00		*	50.00		*	12	
2	*	*		*	*		*	*		*	*	
3	0.00	*		70.00	*		30.00	*		20	*	
4	25.00	70.00		60.00	20.00		15.00	10.00		20	20	
5	76.92	69.23		15.38	23.08		7.69	7.69		13	13	
6	*	76.92		*	15.38		*	7.69		*	13	
All Grades	33.70	40.91		51.09	37.50		15.22	21.59		92	88	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		100.00	58.33		0.00	41.67		13	12	
1	*	0.00		*	75.00		*	25.00		*	12	
2	*	*		*	*		*	*		*	*	
3	15.00	*		35.00	*		50.00	*		20	*	
4	30.00	10.00		55.00	45.00		15.00	45.00		20	20	
5	23.08	7.69		53.85	61.54		23.08	30.77		13	13	
6	*	0.00		*	38.46		*	61.54		*	13	
All Grades	17.20	5.68		59.14	59.09		23.66	35.23		93	88	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	53.85	8.33		38.46	58.33		7.69	33.33		13	12	
1	*	0.00		*	91.67		*	8.33		*	12	
2	*	*		*	*		*	*		*	*	
3	15.00	*		55.00	*		30.00	*		20	*	
4	25.00	30.00		65.00	55.00		10.00	15.00		20	20	
5	0.00	7.69		84.62	76.92		15.38	15.38		13	13	
6	*	7.69		*	92.31		*	0.00		*	13	
All Grades	19.78	12.50		65.93	73.86		14.29	13.64		91	88	

Conclusions based on this data:

1. This '21-'22 data will inform the instruction and learning pathways for our English Learners. Conclusions drawn from this data include the fact that the majority of our Lake Canyon English Learners are in the somewhat/moderately developed levels. Teachers will provide support and instruction based on best practices per the California English Language Development and English Language Arts Framework recommendations. Curriculum and technology tools, as well as professional development opportunities for educators, will support and inform instructional practices for both integrated and designated ELD instruction. All Lake Canyon EL students have a known ELD goal.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
552	47.6	19.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lake Canyon Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	19.0
Foster Youth		
Homeless	19	3.4
Socioeconomically Disadvantaged	263	47.6
Students with Disabilities	85	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.8
American Indian	1	0.2
Asian	18	3.3
Filipino	8	1.4
Hispanic	292	52.9
Two or More Races	23	4.2
Pacific Islander	2	0.4
White	195	35.3

Conclusions based on this data:

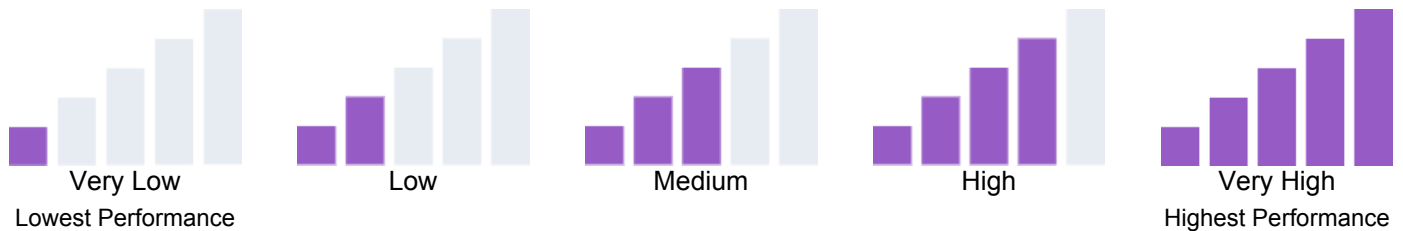
1. The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group per demographic reports. Most of our learners are socioeconomically disadvantaged.

School and Student Performance Data

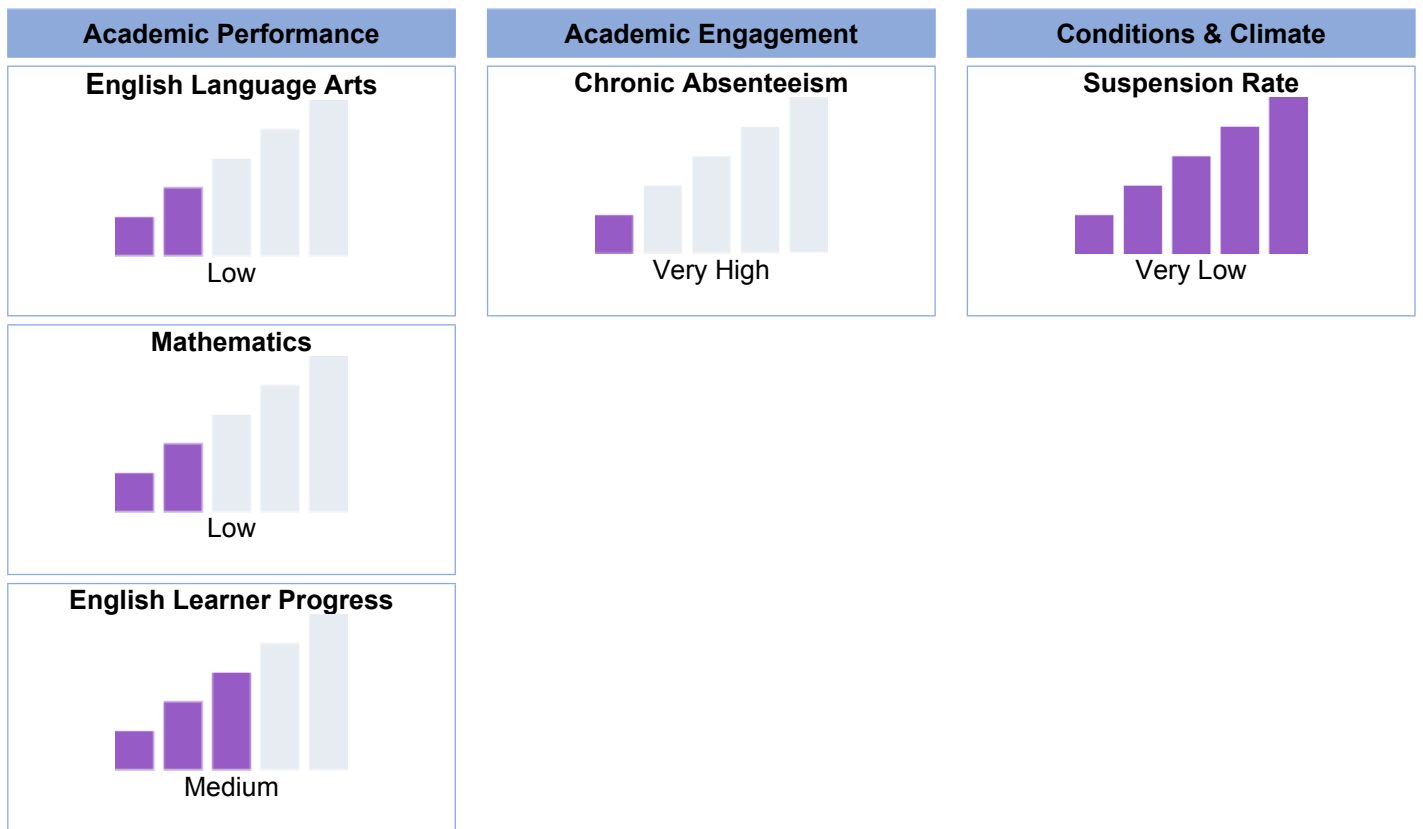
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions, math interventions, and strategies that support attendance are implemented as part of the

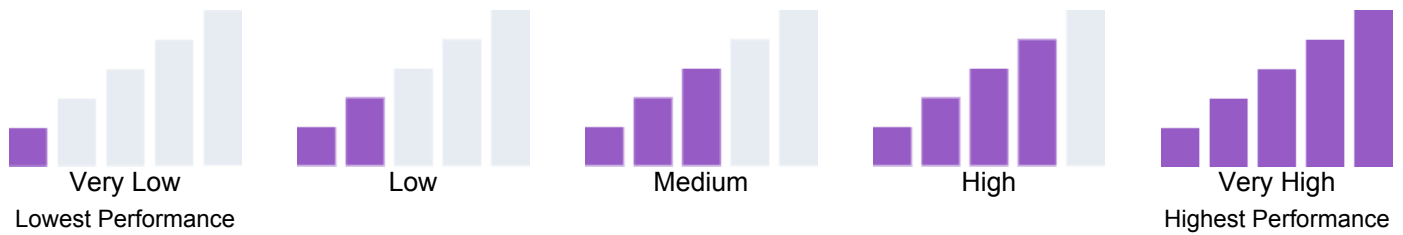
strong intervention systems. School site goal is to continue movement to the proficient dashboard domain for all areas.

School and Student Performance Data

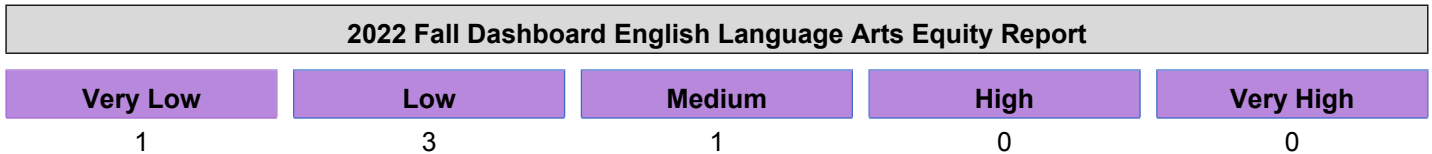
Academic Performance English Language Arts

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

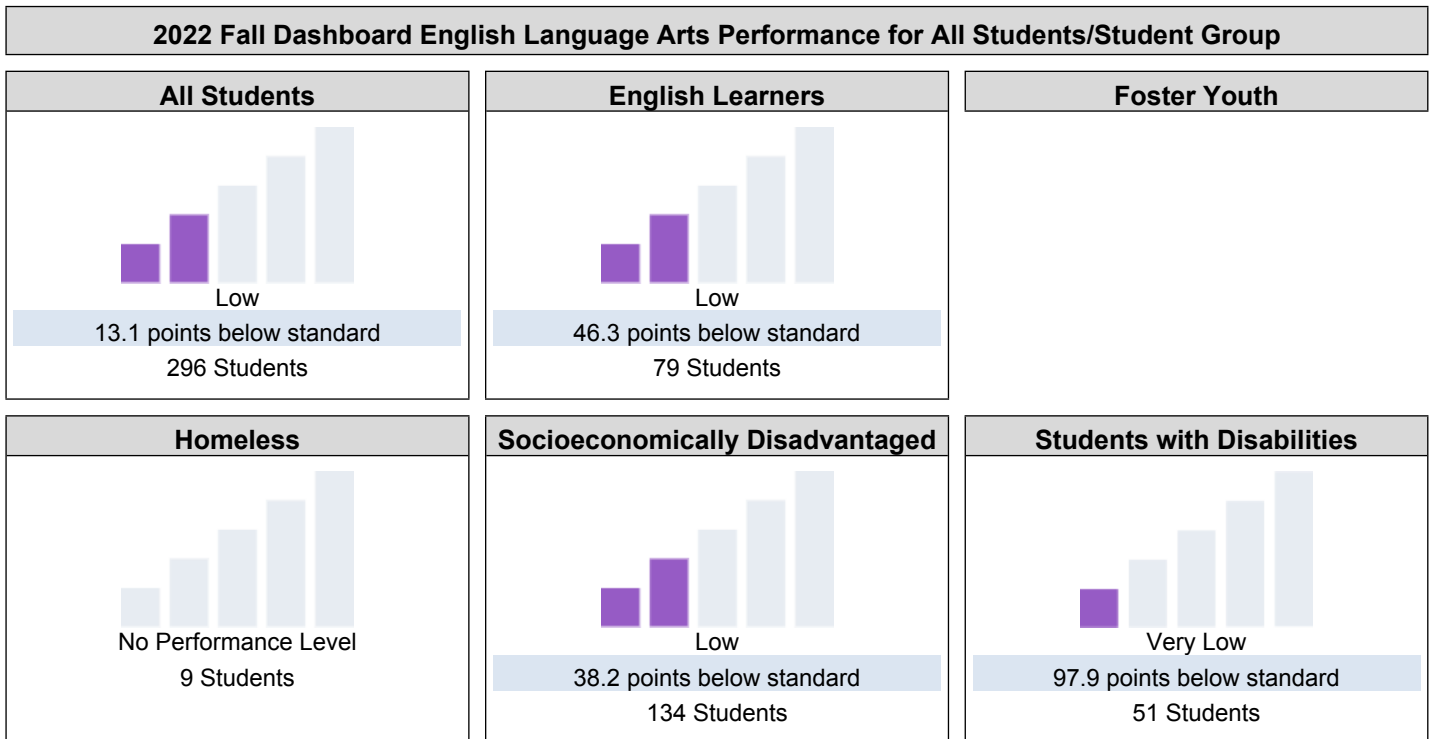
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



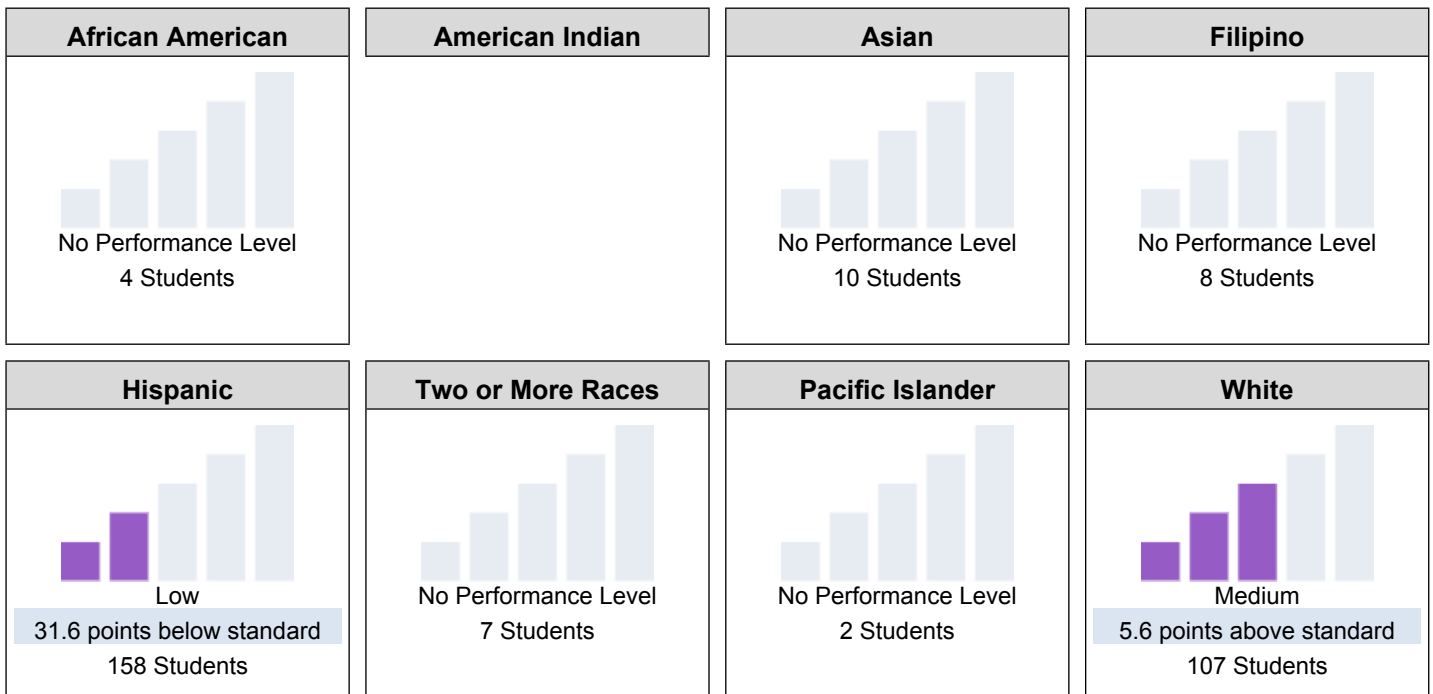
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.4 points below standard 49 Students	25.8 points above standard 30 Students	3.4 points below standard 210 Students

Conclusions based on this data:

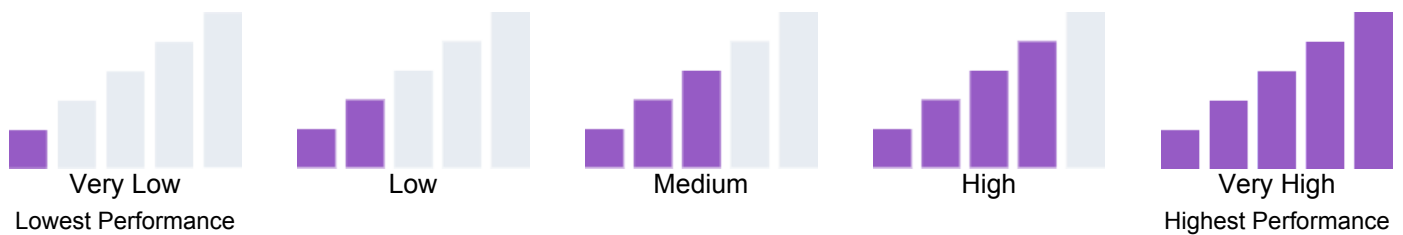
1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. School site goal is to continue movement to the proficient dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase with results moving from 46 and 38 points below standard respectively toward scores at standard.
2. Add conclusion

School and Student Performance Data

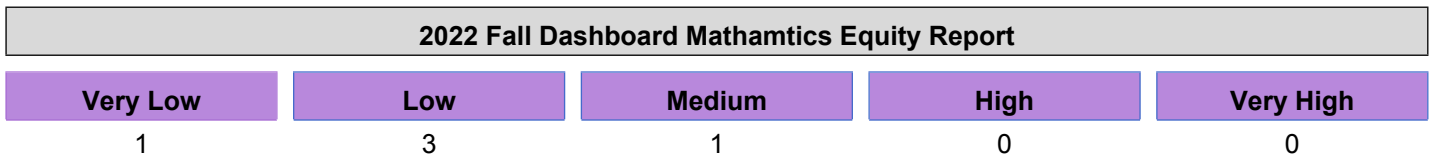
Academic Performance Mathematics

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

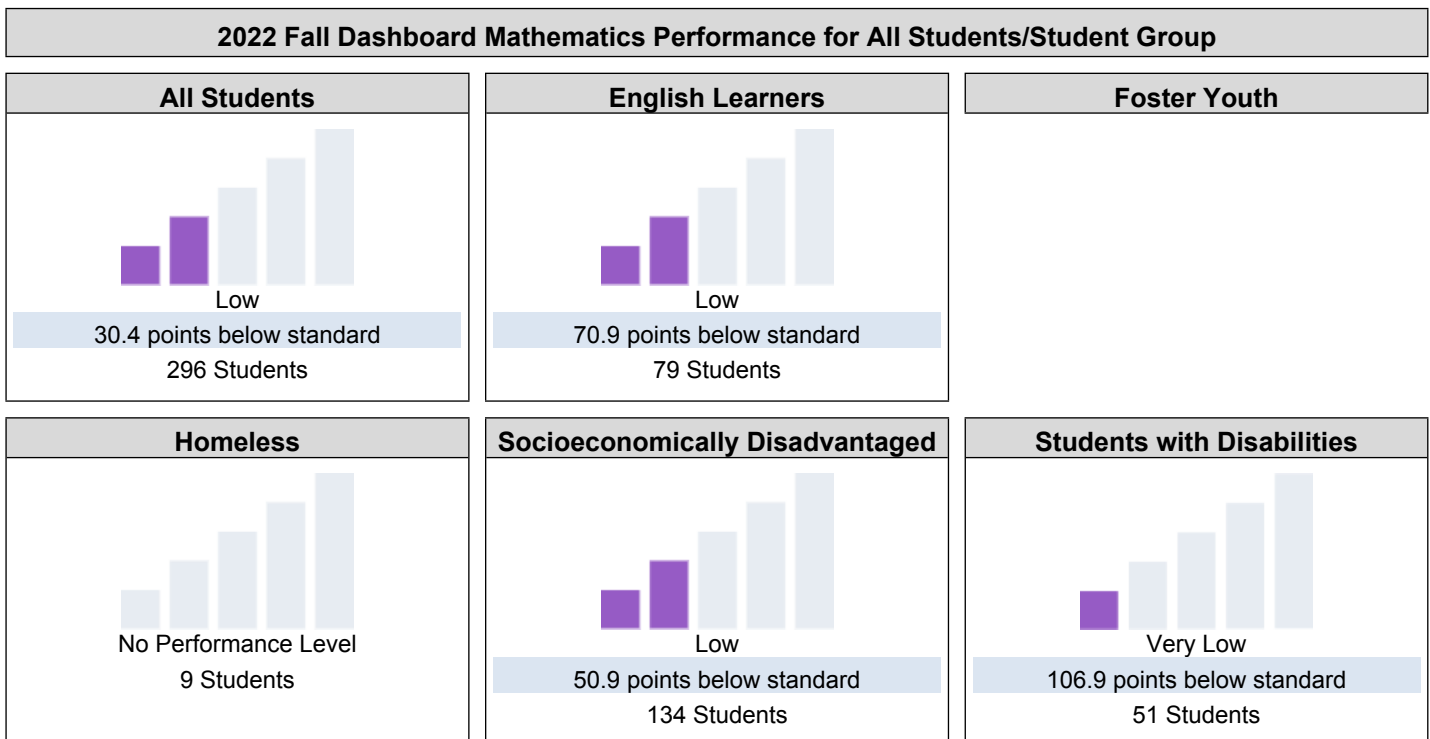
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



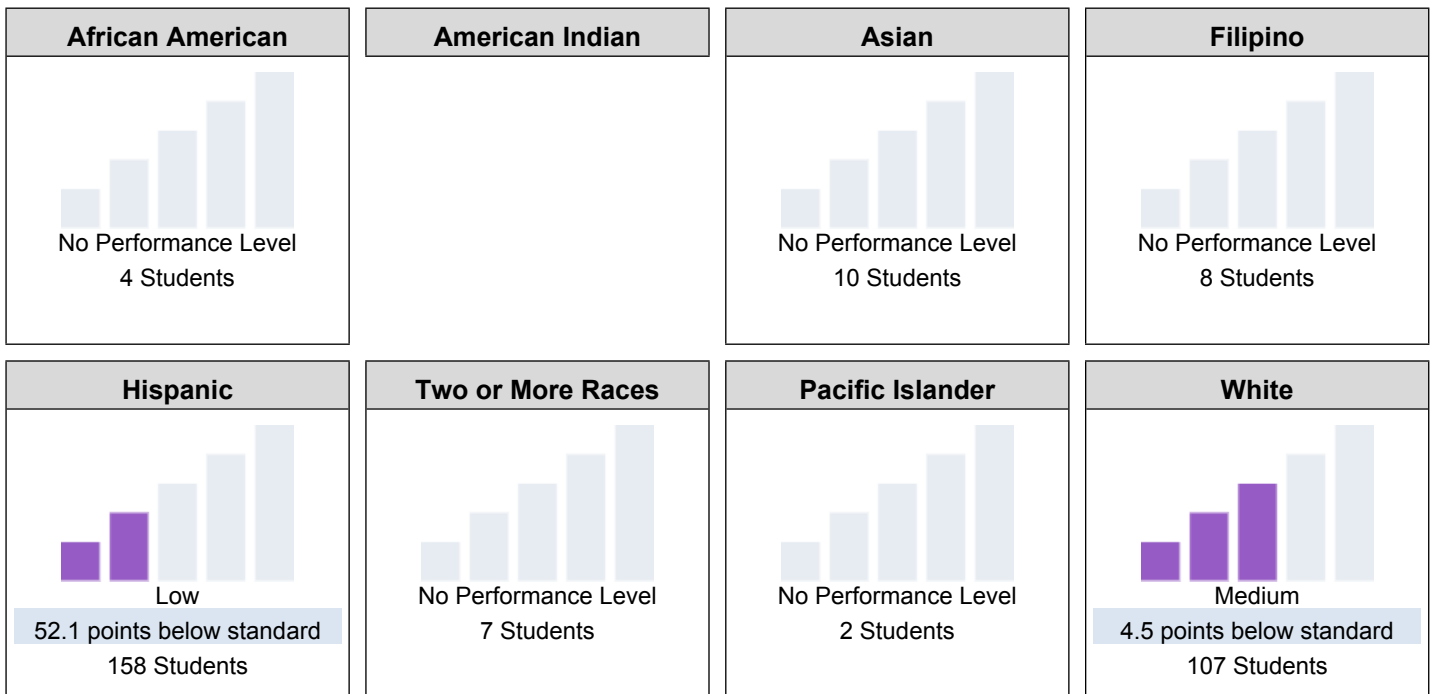
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>118.9 points below standard 49 Students</p>	<p>7.4 points above standard 30 Students</p>	<p>18.7 points below standard 210 Students</p>

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals. School site goal is to continue movement to proficiency on the dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase moving from 70 and 50 points below standard respectively toward scores at standard.

2. Add conclusion

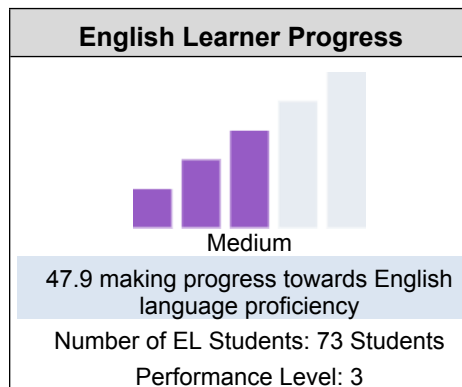
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.2%	32.9%	0.0%	47.9%

Conclusions based on this data:

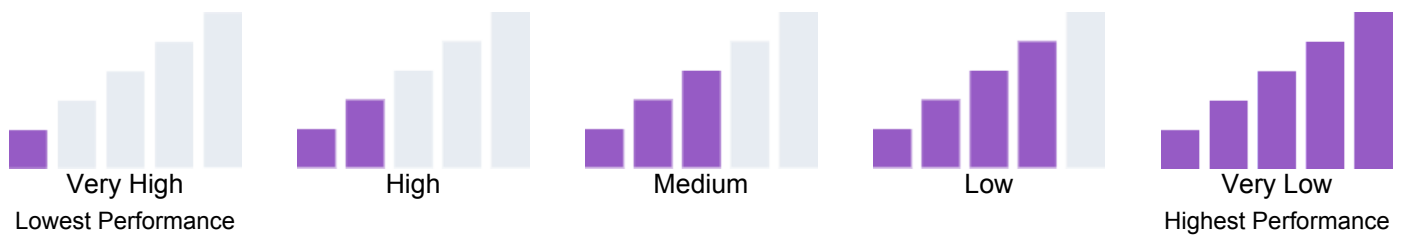
1. This dashboard English Learner data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop pathways for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group. School site goal is to continue movement to the higher level dashboard domain for all areas.

School and Student Performance Data

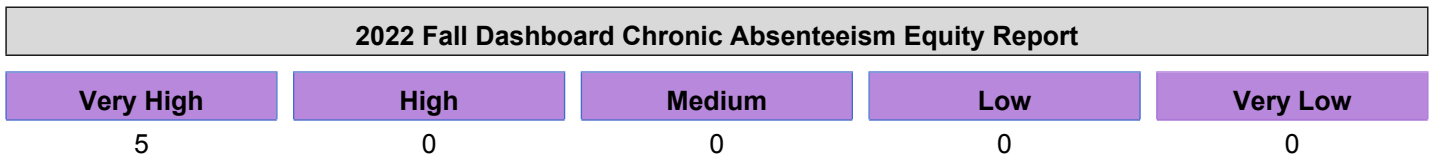
Academic Engagement Chronic Absenteeism

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

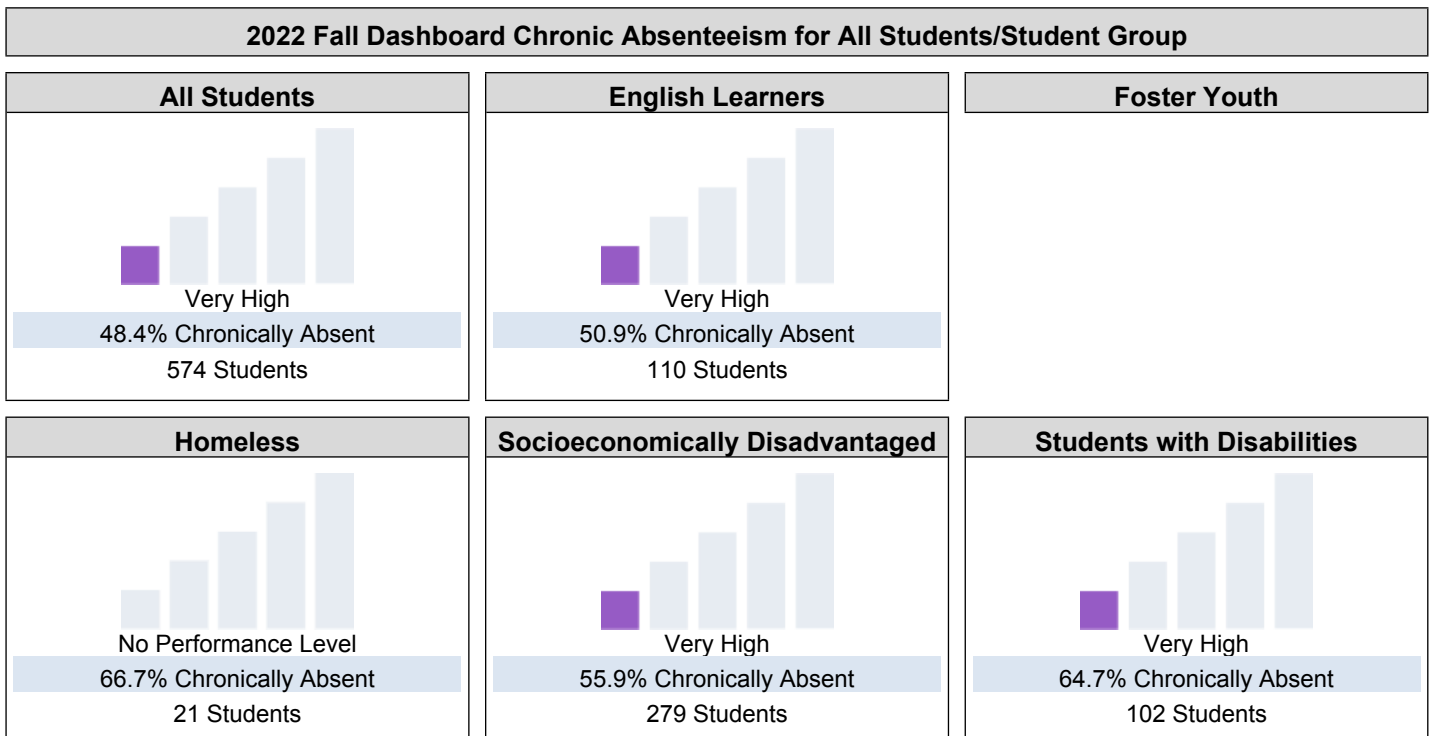
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



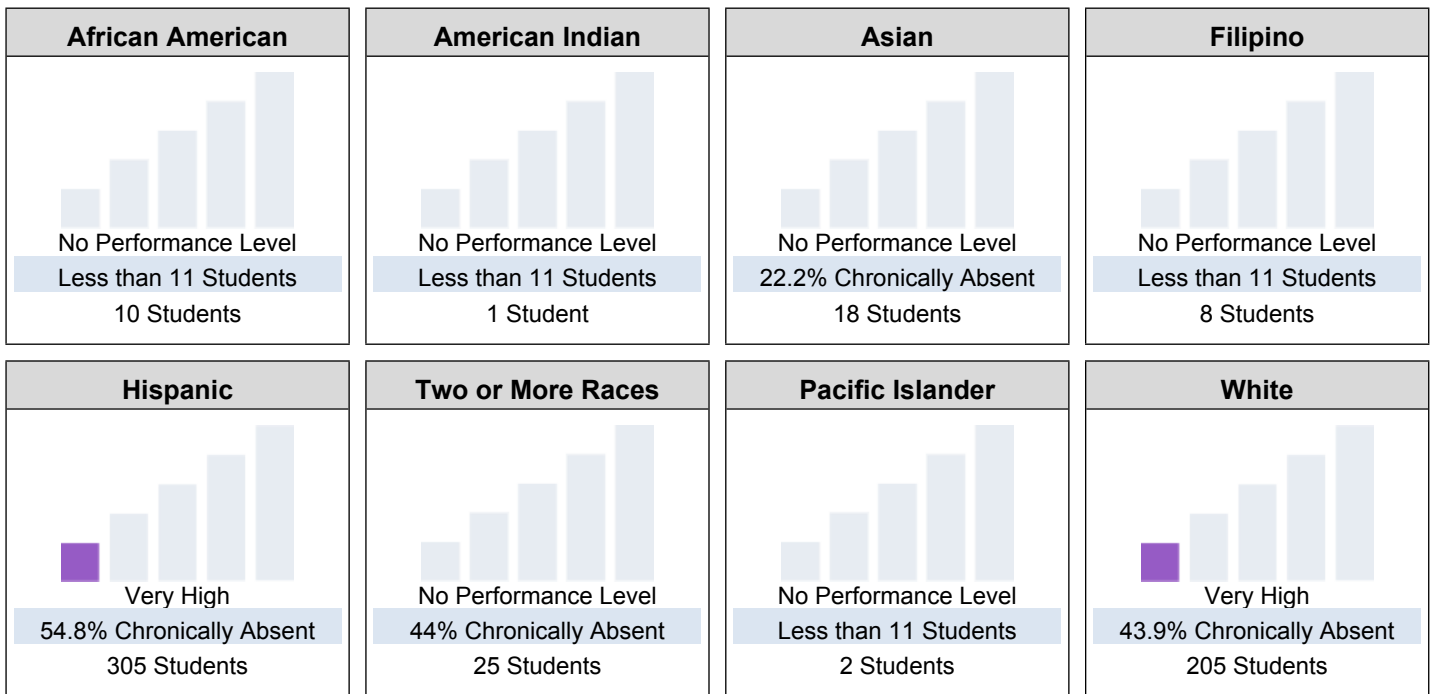
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

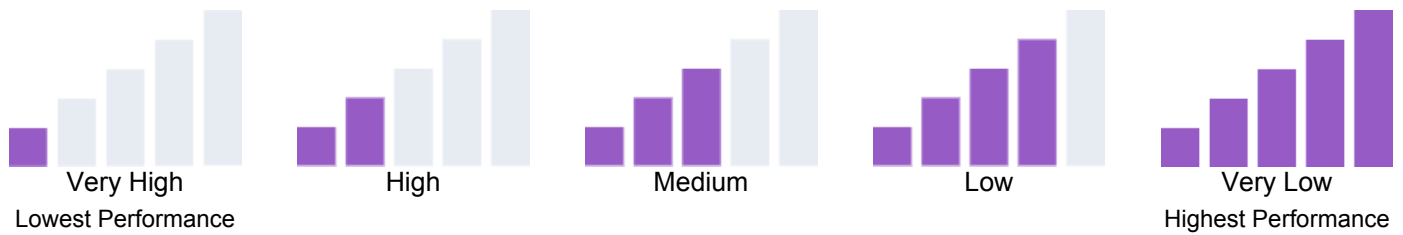
- This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized pathway plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. A vibrant and caring inclusive school culture supports growth in this dashboard area. School site goal is to continue promoting positive school attendance through engaging opportunities.
- Add conclusion

School and Student Performance Data

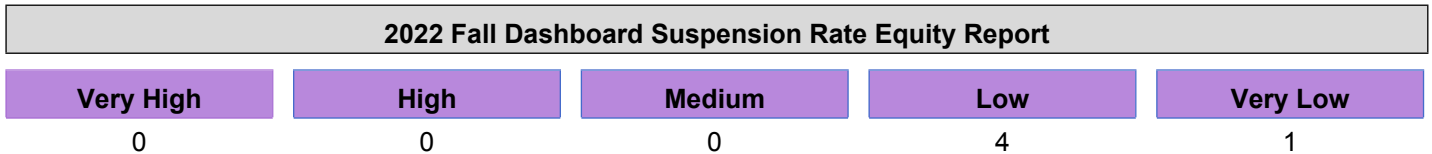
Conditions & Climate Suspension Rate

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

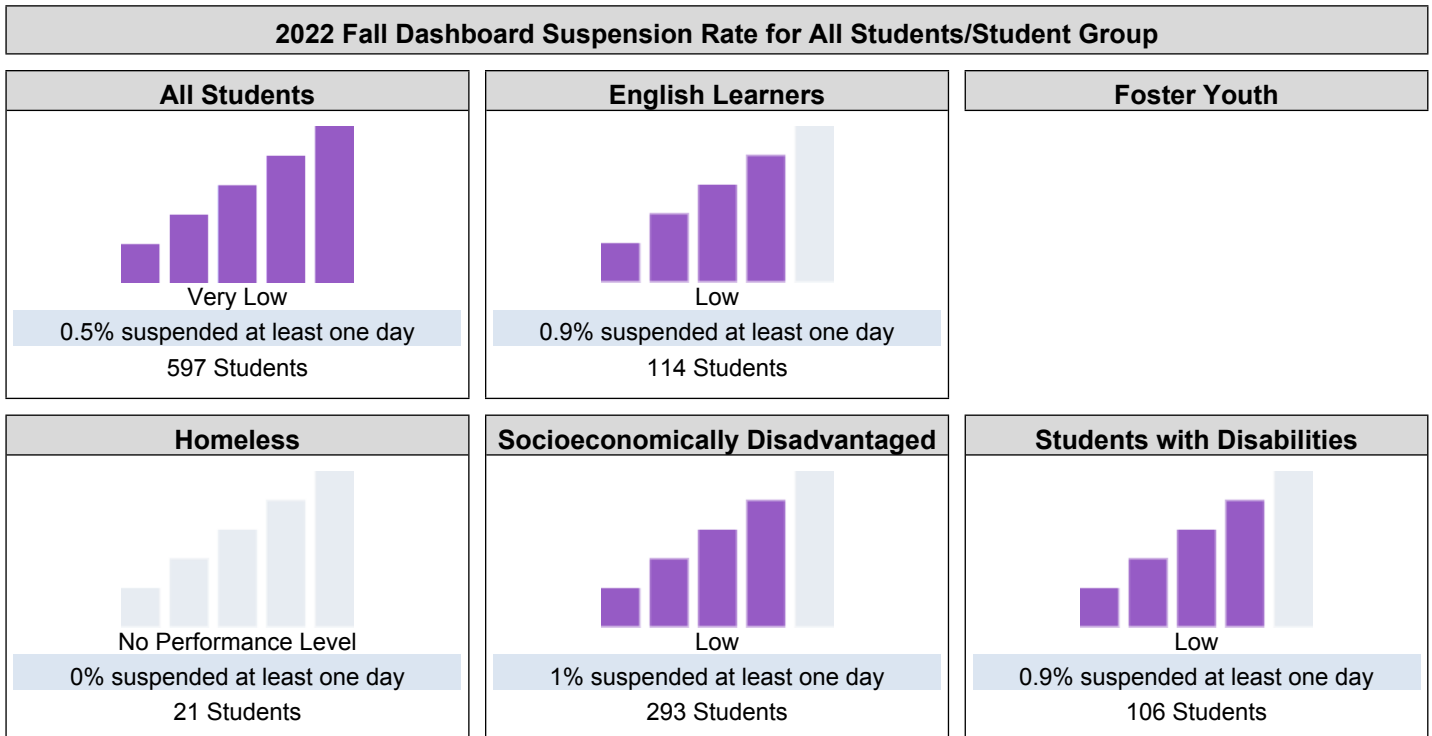
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



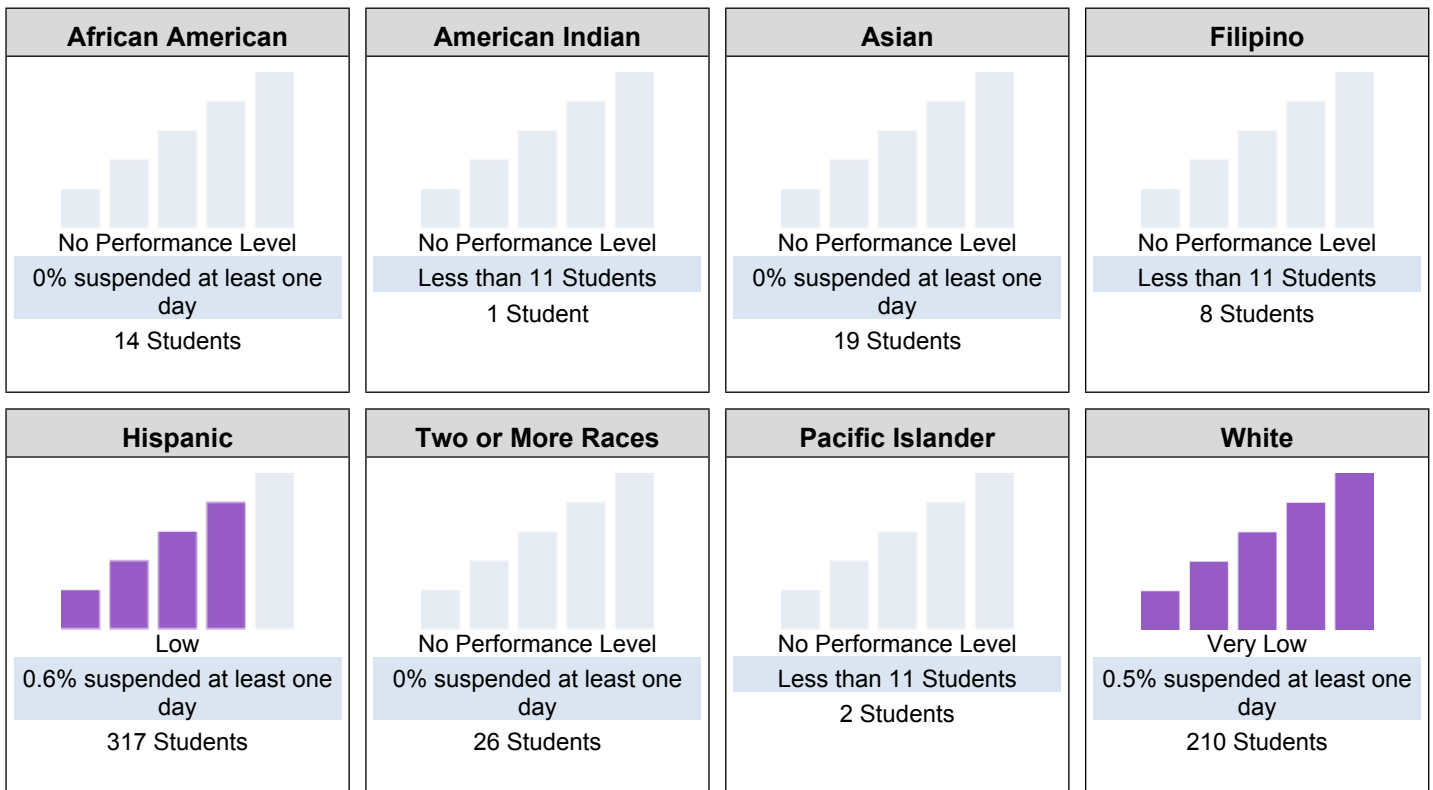
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The strong behavior support systems of Lake Canyon Elementary are effective and will be sustained. Students are more engaged and ready to participate with improved choices to support learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Goal 1

Engaging the K-grade 6 learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below,

Winter to Winter DRA data metrics increased. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Winter to Winter MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and both Eureka pacing guides are needed at all grade levels.

Winter to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Misassignments of teachers will remain at 0.	Baseline: 2021-22 Misassignments of teachers are 0	Expected misassignments of teachers will be 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Students in the 60th percentile and higher for Math on NWEA MAP will increase 5% winter to winter.</p>	<p>Baseline: 2021-22: Students in the 60th percentile and higher for Math on NWEA MAP have increased 4% from 34% in the fall to 37% in the winter .</p> <p>Actual Outcome: Winter '22 to Winter '23 was a 1% increase 37% to 38%.</p>	<p>Students expected to be in the 60th percentile and higher for math on NWEA MAP will increase to 43%.</p>
<p>Students in the 60th percentile and higher for reading on NWEA MAP will increase 5% winter to winter.</p>	<p>Baseline: 2021-22: Students in the 60th percentile and higher for Reading on NWEA MAP increased 4% from 35% in the fall to 39% in the winter.</p> <p>Actual Outcome: Winter '22 to Winter '23 was a 1% increase 39% to 40%.</p>	<p>Students expected to be in the 60th percentile and higher for reading on NWEA MAP will increase to 45%.</p>
<p>All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>Baseline: 2021 All students Medium 23 points below standard White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard</p> <p>Actual Outcome 2022: All students Low 30.4 points below standard White Medium 4.5 points below standard Hispanic: Low 52.1 points below standard Socioeconomically Disadvantaged: Low 50.9 points below the standard</p>	<p>Expected- All students: 20.4 points below the standard White Medium 5 points above standard Hispanic: Low 42.1 points below standard Socioeconomically Disadvantaged: Low 50.9 points below the standard Students with Disabilities- Very Low 96.9 points below the standard All English Learners: Low 60.9 points below the standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students with Disabilities- Very Low 106.9 points below the standard All English Learners: Low 70.9 points below the standard</p>	
<p>All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in ELA.</p>	<p>Baseline: 2019 CA Dashboard All students: GREEN, 10.2 points above standard White: GREEN, 36 points above standard Hispanic: ORANGE, 8.7 points below standard Socioeconomically Disadvantaged: ORANGE, 17.7 points below standard Students with Disabilities: YELLOW, 57.5 points below standard All English Learners: ORANGE 28.7 points below standard</p> <p>Actual Outcome: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard</p>	<p>Expected- All students: 13 points below standard White: 9 points above standard Hispanic: 25 points below standard Socioeconomically Disadvantaged: 27 points below standard Students with Disabilities: 37 points below standard All English Learners: 44 points below standard</p>
<p>K-3rd grade students meeting/exceeding their grade level Reading targets on the winter District Reading Assessments (DRAs) will increase 10% winter to winter.</p>	<p>Baseline: 2021-22: K-2nd grade students meeting/exceeding their grade level Reading targets on the winter District Reading Assessments (DRAs) is 51%</p> <p>Actual Outcome:</p>	<p>K-3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase to 75%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	K-3rd grade students meeting/exceeding their grade level reading targets on the winter district reading assessment (DRA) is 65%.	
School English Learner reclassification rate will increase by 1%.	Baseline 2020-21 English Learner reclassification rate is 15% Actual Outcome: 2021-22 School English Learner reclassification rate is 19%	School English Learner reclassification rate will increase to 20%
Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Baseline 100% of students are taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources. Actual Outcome: 100% of students are taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources.	Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.
K-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.	Baseline K-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS is at 100%. Actual Outcome: K-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS is at 100%.	K-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.
Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.	Baseline Students utilizing technological resources as needed in order to support academic growth is 100%. Actual Outcome	Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students utilizing technological resources as needed in order to support academic growth is 100%.	
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	Baseline: Student with access to courses in the Visual and Performing Arts (VAPA) is at 100%. Actual Outcome Student with access to courses in the Visual and Performing Arts (VAPA) is at 100%.	Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.
The school's California School Dashboard Academic Indicator for Mathematics change will indicate "Increased" demonstrating progress to remain in the status of "green" or meeting standard.	2019 Baseline: The school's California School Dashboard Academic Indicator for Mathematics change indicates the status of "green". 2021-22: Not reported	The school's California School Dashboard Academic Indicator for Mathematics change will indicate growth toward or at/above meeting standard.
The school's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress towards a Status of "green" or meeting standard.	2019 Baseline: The school's California School Dashboard Academic Indicator for ELA change indicates the status of ".yellow". 2021-22: Not reported	The school's California School Dashboard Academic Indicator for ELA change will indicate growth toward or at/above meeting standard.
The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green" or meeting standard.	2019 Baseline: The school's California School Dashboard Academic Indicator for English Learner Progress change indicates the status of "yellow". 2021-22: Not reported	The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate growth toward or at/above meeting standard.
The participation rate of 3rd-8th grade Students With Disabilities taking the the Mathematics & ELA CAASPP will meet or exceed 95%.	2019 Baseline: CA Dashboard Participation rate of 3rd-8th grade Students With Disabilities the Mathematics 100% ELA 100% 2021-22: 98%	Expected- 2019 Participation rate of 3rd-8th grade Students With Disabilities Mathematics 100% ELA 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent use of Synergy Parent Vue will increase 10% annually	Baseline: 65% of the parents are using Parent Vue.	Increase to 75%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Personalized Pathway Learning Plans/Goal Setting implemented K through grade 6. 100% of students reach one year or more than one year of growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,379.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
411.28	Title I 4000-4999: Books And Supplies Amazon
743.82	Title I 4000-4999: Books And Supplies School Datebooks
49.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
101,051.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants/Bilingual Instructional Assistants
4,375.28	Title I 4000-4999: Books And Supplies Education for Equity
105.24	Title I

	4000-4999: Books And Supplies Winsor Learning Inc
1,121.58	LCFF - Supplemental 4000-4999: Books And Supplies Amazon
255.00	LCFF - Supplemental None Specified Release Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
450.00	LCFF - Supplemental None Specified Release Time
3,005.00	Title I 4000-4999: Books And Supplies Lexia Learning Systems LLC
192.90	Title I 4000-4999: Books And Supplies Amazon
727.35	LCFF - Supplemental 4000-4999: Books And Supplies Amazon

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

K-2nd grade level student reading proficiency will increase to 75% proficiency as measured by DRA. Classified aides will offer reading strategies and intervention. School site implements a response to intervention model based on offering multiple tiered supports systems.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200.00	Title I 2000-2999: Classified Personnel Salaries Sub IA
1,000.00	Title I 2000-2999: Classified Personnel Salaries Extra Time
100.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time
2,000.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
2,177.44	Title I 4000-4999: Books And Supplies Center for the Collaborative Classroom
310.39	Title I 4000-4999: Books And Supplies Heggerty Phonemic Awareness
1,026.00	Title I 4000-4999: Books And Supplies Amazon
84.41	Title I 4000-4999: Books And Supplies Reading with TLC
807.00	Title I None Specified Sub Teacher Special Assignment
1,185.75	LCFF - Supplemental 4000-4999: Books And Supplies Center for the Collaborative Classroom

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

100% of all students are taught with current adopted Benchmark ELA materials which are aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York

State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900.00	Title I 5800: Professional/Consulting Services And Operating Expenditures SMUD Museum of Science and Curiosity
850.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Science Alliance LLC
450.00	Title I 5800: Professional/Consulting Services And Operating Expenditures World of Wonders
726.99	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
156.78	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
300.00	Title I 4000-4999: Books And Supplies ETA/Cuisenaire

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
450.00	Title I 4000-4999: Books And Supplies IXL Learning
942.50	Title I 4000-4999: Books And Supplies Happy Numbers Inc.
3,375.91	Title I 4000-4999: Books And Supplies Studies Weekly
719.00	Title I 4000-4999: Books And Supplies Moby Max LLC
2,081.65	Title I 4000-4999: Books And Supplies Bluum Usa Inc
928.43	Title I 4000-4999: Books And Supplies Amazon
500.00	Title I 4000-4999: Books And Supplies XtraMath
827.03	Title I 4000-4999: Books And Supplies Office Depot

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning plans/goal setting for all learners as measured by report cards and on-line professional learning plan systems. Professional development opportunities are based upon data trend needs and learner observations in both virtual and in-person settings. Performance Management Systems (PMS) parent and student portals provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Interpreting

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

224.00

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Markers and Minions

2,900.00

Title I
None Specified
Release Time - Professional Development
Trainings

1,315.00

Title I
2000-2999: Classified Personnel Salaries
Extra Time - Professional Development
Trainings

220.00

Title I
None Specified
Release Time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

A wide variety of extended day activities and intervention support sessions will be offered to all students. Extended day opportunities and our Expanded Learning Program will be further built and offered taking into consideration student strengths and interests. Access to 21st century skills will be maximized as extended day programming centers around civic, college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
255.00	LCFF - Supplemental None Specified Release Time
3,750.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time
2,081.65	Title I 4000-4999: Books And Supplies Troxell Communications Inc
96.74	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
262.50	Title I 5800: Professional/Consulting Services And Operating Expenditures Effie Yeaw Nature Center
656.00	Title I 4000-4999: Books And Supplies Amazon
510.00	Title I None Specified Sub Teacher Special Assignment

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

School site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional Learning supports for all students. MTSS team meetings, professional development, Positive Behavior Interventions & Support (PBIS) and school & community collaboration are key elements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
110.00	Title I None Specified Release Time
6,650.00	LCFF - Supplemental None Specified IA Sub
950.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Wayne Houchin
800.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Science Alliance LLC
405.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra Time
40.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Results of the math and ELA assessments reflected positive growth. We are pleased with the results and realize more growth can be made as we work to reboot our systems following the pandemic. Improving chronic attendance with ongoing robust systems of support and an ongoing focus on meeting the needs of diverse learners through intervention and access to a wide range of unique academic opportunities will result in growth toward our target metrics.

Lake Canyon classified and certificated staff members, in conjunction with district-level staff, were appropriately trained and provided resources to achieve this articulated goal. Lake Canyon met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2023-24.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Goal 2

Promoting K-6 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Identified Need

Based on the data below, a key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions.

In the 2022-23 school year, there were 3 suspensions.

On the most recent CalSCHLS grades 5-8 student Survey:

Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

Social Emotional Learning (SEL): All stakeholder groups (DAC, DELAC, SPED PAC, Admin., etc.) identified the need to make SEL a priority and integrated throughout the school day.

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers. A strong use of SEL and Second Step strategies and supports will be implemented with 100% of staff and students in order to strengthen staff and student SEL well-being and readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A high percentage of students are feeling safe, engaged and hopeful per the Cal Schools Survey.	Outcomes 2021-22 (for comparison): Students are hopeful and engaged per the Cal Schools Survey. Grades 5/6 results by percentage: School connectedness 67/75 Academic motivation 68/78	Students will continue to take the Cal Schools Survey and results will continue to improve.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Caring adults in school 62/79
 High expectations-adults in school 81/91
 Meaningful participation 30/52
 Facilities upkeep 76/82
 Parent involvement in schooling 79/77
 Social and emotional learning supports 69/76
 Anti-bullying climate 65/69
 Feel safe at school 70/79
 Saw a weapon at school 12/11
 School Disciplinary Environment Grades 5/6
 results by percentage:
 Rule clarity 68/76
 Students well behaved 35/34
 Students treated fairly when break rules 41/69
 Students treated with respect 74/75
 Alcohol or drug use 9/41
 Marijuana use 0/ 0
 Cigarette use 0/ 0
 Vaping 0/ 0
 Experienced sadness 24/24

 Outcomes 22-23:

 School Connectedness (In School Only) 86/89

 Academic motivation 93/85

 School Boredom 43/39

 Caring adults in school 83/88

 High expectations-adults in school 91/94

 Meaningful participation 64/65

 Facilities upkeep 80/96

 Parent involvement in schooling 85/84

 Social and emotional learning supports 82/89

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Anti-bullying climate 80/88

School Safety and
Cyberbullying Grades 5/6
results by percentage:

Feel safe at school 93/90

Feel safe on way to and from
school 93/96

Been hit or pushed 20/20

Mean rumors spread about you
40/37

Called bad names or target of
mean jokes 43/37

Saw a weapon at school 13/25

Cyberbullying 20/14

School Disciplinary
Environment Grades 5/6
results by percentage:

Rule clarity 83/94

Students well behaved 65/56

Students treated fairly when
break rules 68/73

Students treated with respect
88/98

Substance Use and
Physical/Mental Health Grades
5/6 results by percentage:

Alcohol or drug use 8/4

Marijuana use 0/0

Cigarette use 0/0

Vaping 0/0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Experienced sadness 18/12	
Chronic absenteeism will decrease by 1%	<p>Baseline: 2019 CA Dashboard All students: GREEN, 9.5% chronically absent White: BLUE, 3.7% chronically absent Hispanic: ORANGE, 11.8% chronically absent Socioeconomically Disadvantaged: YELLOW, 13% chronically absent Students with Disabilities: YELLOW, 15.8% chronically absent All English Learners: GREEN 7.9% chronically absent</p> <p>2021-22 data: Chronic Absenteeism-48% White:43% chronically absent Hispanic: high 54% chronically absent Socioeconomically Disadvantaged: 55%chronically absent Students with Disabilities-64%chronically absent All English Learners: 49% chronically absent</p>	<p>Expected- All students: 47% chronically absent White:42% chronically absent Hispanic: high 53% chronically absent Socioeconomically Disadvantaged: 54%chronically absent Students with Disabilities-63%chronically absent All English Learners: 48% chronically absent</p>
School average daily attendance will be maintained at 96% or greater.	School average daily attendance rate is 92.17% based on district data 8/11/22-4/7/23.	School attendance rate will increase and be maintained at 96% or greater.
School suspension rate will revert to 0.	2021-22 District data Two students received in-school suspensions and school suspensions were 2.	School suspension rate will revert back to pre-covid 0% suspended at least once
School expulsion rate will remain at 0.	<p>Baseline: 2020-21 School expulsion rate is 0.</p> <p>Actual Outcome:</p>	School expulsion rate will remain at 0.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 School expulsion rate is 0.	
Parent engagement/use of the school's Parent Portal/Synergy-based Parent Vue will increase by 5%.	Baseline: 2021-22 Parent engagement as measured by the use of the school's parent portal is 61% 22-23 portal usage is 65%	Parent use of the school's parent portal will be 70% or higher.
Many opportunities for stakeholder participation and involvement in the school's SPSA process to provide feedback will be provided by the district in both English and Spanish. (ELAC, SSC, Leadership, etc...)	Baseline: 2021-22 Five or more opportunities exist for stakeholder participation and involvement Actual Outcome 22-23 Maintained Five or more opportunities for stakeholder participation and involvement	Five or more opportunities for stakeholder participation and involvement in the school's SPSA process to provide feedback will be provided by the district in both English and Spanish. (ELAC, SSC, Leadership, etc...) will be maintained.
CalSCHLs Survey Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree in areas that are below 90%.	Baseline: 2021-22 CalSCHLs Parent survey was completed by 72 families with an overall response of at least 75% of responses in key areas: actively seeks the input of parents before making important decisions. = 71% promotes academic success for all students. = 88% motivates students to learn.=83% provides quality counseling or other ways to help students with social or emotional needs. = 56% has adults who really care about students.= 96% is a supportive and inviting place for students to learn. = 92% is a safe place for my child.= 97% promotes respect of all cultural beliefs and practices. = 67%	Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>'22-'23 CalSCHLS Parent survey Key Indicators of Parental Involvement, School Climate, and Student Behavior completed by 99 families with an overall percentage of responses in key areas including:</p> <p>Actively seeks the input of parents before making important decisions. = 69%</p> <p>Promotes academic success for all students. = 93%</p> <p>Motivates students to learn. = 91%</p> <p>Provides quality counseling or other ways to help students with social or emotional needs. = 66%</p> <p>Has adults who really care about students. = 90%</p> <p>Is a supportive and inviting place for students to learn. = 98%</p> <p>Is a safe place for my child. = 94%</p>	
<p>Lake Canyon will continue to offer a wide variety of tech integration learning programs and opportunities in an extended day setting based around student strengths and interests.</p>	<p>'21-'22 and '22-'23 Lake Canyon offers a wide variety of tech integration learning programs and opportunities in an extended day setting based on student strengths and interests.</p>	<p>Lake Canyon will continue to offer a variety of tech integration learning programs and opportunities in an extended day setting based around student strengths and interests.</p>
<p>Student health, wellness and social-emotional well-being will be prioritized during the school day and as part of extended</p>	<p>Student health, wellness and social-emotional well-being are prioritized during the school day and as part of extended</p>	<p>Student health, wellness and social-emotional well-being will be prioritized during the school day and as part of extended</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
day offerings at the school site. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.	day offerings at the school site. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.	day offerings at the school site. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.
At least 65% of the students served in Extended Learning Summer Opportunities will be students from our unduplicated students' group (Low SES, EL, foster)	Outcome '22-'23 72% of the students served in the Extended Learning Summer program are students from our unduplicated students' group (Low SES, EL, foster)	Maintain 72% of the students served in the Extended Learning Summer

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Chronic absenteeism will decrease as school will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for truancy and collaborate with families to develop preventative measures to reduce truancy. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

Strategy/Activity

School suspension and expulsion rates will remain at or close to zero. School will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for suspension and collaborate with families to develop preventative measures to reduce suspension. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
106.73	Title I 4000-4999: Books And Supplies Amazon
900.01	Title I 4000-4999: Books And Supplies Galt Sign & Screenprinting
765.00	Title I None Specified Release Time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming. In addition, CA State Standards will be reinforced with additional emphasis on college and career opportunities and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

900.01

Title I
4000-4999: Books And Supplies
Galt Sign & Screenprinting

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

Strategy/Activity

In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning pathway plans for all learners as measured by reports and on-line professional learning plan systems. Professional development opportunities are based upon data trend needs and learner observations in both virtual and in-person settings. Performance Management Systems (PMS) parent and student portals provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of educators engage in professional growth opportunities. The provision of professional development opportunities valued and maximized.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,800.00	Title I 2000-2999: Classified Personnel Salaries Extra Time
69.00	Title I 4000-4999: Books And Supplies ATHLON I.A.LLC

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

Strategy/Activity

A wide variety of school day and extended day activities, intervention support sessions will be offered to all students. These opportunities will be built and offered both virtually and in-person taking into consideration student strengths and interests. Access to 21st century tools and skills will be maximized as extended day programming centers around civic, college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
720.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
200.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Lake Canyon classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Lake Canyon met

many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023 to provide staff with the resources and tools to support a decrease in chronic absenteeism and suspensions, and the maintenance of zero expulsions. Staff will continue to be equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker will continue to use Second Step curriculum as the primary platform to support student SEL.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$63,091.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,452.37

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$46,883.69
Title I Part A: Parent Involvement	\$905.00
Title III	\$10,379.00

Subtotal of additional federal funds included for this school: \$58,167.69

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$114,284.68

Subtotal of state or local funds included for this school: \$114,284.68

Total of federal, state, and/or local funds for this school: \$172,452.37

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	113,697.00	-587.68
Title I	51,637.00	4,753.31
Title I Part A: Parent Involvement	1,075.00	170.00
Title III	10,379.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	114,284.68
Title I	46,883.69
Title I Part A: Parent Involvement	905.00
Title III	10,379.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,850.00
2000-2999: Classified Personnel Salaries	119,239.00
4000-4999: Books And Supplies	31,284.87
5000-5999: Services And Other Operating Expenditures	720.00
5800: Professional/Consulting Services And Operating Expenditures	4,436.50
None Specified	12,922.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	103,640.00

4000-4999: Books And Supplies	LCFF - Supplemental	3,034.68
None Specified	LCFF - Supplemental	7,610.00
1000-1999: Certificated Personnel Salaries	Title I	3,850.00
2000-2999: Classified Personnel Salaries	Title I	4,315.00
4000-4999: Books And Supplies	Title I	28,250.19
5000-5999: Services And Other Operating Expenditures	Title I	720.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,436.50
None Specified	Title I	5,312.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	905.00
2000-2999: Classified Personnel Salaries	Title III	10,379.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,691.62
Goal 2	5,760.75

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Judith Hayes	Principal
Fred Sheldon	Classroom Teacher
Jill Daluz	Classroom Teacher
Alicia Lopez	Classroom Teacher
Keturah Samuels	Parent or Community Member
Julie Jennings	Parent or Community Member
Patricia Lopez	Parent or Community Member
Nichole Howard	Parent or Community Member
John Hall	Parent or Community Member
Alejandra Valencia	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Lake Canyon School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:

Principal, Judith P Hayes on 5/23/23
SSC Chairperson, Fred Sheldon on 5/23/23

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marengo Ranch Elementary School	34 67348 6114185	May 15, 2023	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 3
 - Data Analysis 3
 - Surveys 3
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement 8
- Resource Inequities 8
- School and Student Performance Data 9
 - Student Enrollment..... 9
 - CAASPP Results..... 11
 - ELPAC Results 15
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 28
 - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1..... 32
 - Goal 2..... 42
- Budget Summary 50
 - Budget Summary 50
 - Other Federal, State, and Local Funds 50
- Budgeted Funds and Expenditures in this Plan 51
 - Funds Budgeted to the School by Funding Source..... 51
 - Expenditures by Funding Source 51
 - Expenditures by Budget Reference 51
 - Expenditures by Budget Reference and Funding Source 51
 - Expenditures by Goal..... 52
- School Site Council Membership 53
- Recommendations and Assurances 54

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Student surveys are conducted annually for all 5th and 6th graders through the California Healthy Kids Survey. While the survey response rates remain relatively low for 5th grade with only 56% of fifth graders, it has increased for 6th grade with 83% of sixth graders participating. There are general indicators of how students feel related to School Engagement and Supports, School Safety, School Disciplinary Environment, and Substance Use and Physical/Mental Health. Generally, students feel connected and safe at school, and they are motivated to learn. For school discipline, they felt that the rules are clear and they are treated with respect. Substance use is not an issue at school. Meaningful participation (40% - 5th/ 35%-6th and school boredom (48%-5th / 54%-6th) are two areas that we need to strengthen. For meaningful participation, about 1/3 of the students surveyed stated they did not have a chance to decide the school rules. 1/4 of the 6th graders stated their teachers did not ask about their ideas. All other areas reflected positive responses for 90% of the students.

For the parent survey, we had 67 families participate this year. Key indicators that fell below 50% for responses that indicate parents strongly agree on the survey are:

Parental Involvement:

Promotion of parental involvement 41%

School encourages me to be an active partner 42%

School actively seeks the input of parents 32%

Parents feel welcome to participate at this school 42%

School Supports for Students:

Student learning environment 38%

School is a safe place for my child 44%

School motivates students to learn 40%

School has adults who really care about students 42%

Opportunities for meaningful participation 35%

Communications with parents about school 45%

Fairness, Rule Clarity, and Respect for Diversity:

School enforces school rules equally 30%

School treats all students with respect 47%

School promotes respect of cultural beliefs/practices 39%

Parents felt that school disorder, substance abuse and gang related activities were not a problem. Parental involvement (60%), Teachers are responsive to child's social and emotional needs (71%), and School provides parents with advice and resources to support my child's social and emotional needs (65%) are all areas of strength.

Most parent responses indicated they agreed or strongly agreed with the statements. For example, The school encourages me to be an active partner with the school in educating my child (42% strongly agree, 46% agree, 7% disagree, 2% strongly disagree, 4% don't know). 88% of the parents agree or strongly agree with the statement.

The teacher survey, the majority indicated that Marengo is a supportive and inviting place for students to learn. Adults have high expectations and promote academic success for all students. Teachers go out of their way to help students and there is a great sense of trust and collegiality among staff. Student depression or other mental health issues are a mild concern and there are areas to strengthen in terms of meeting the social, emotional, and developmental needs of youth.

Classroom Observations

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

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Marengo Ranch Elementary School staff members continually conduct comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Core reading instruction (SIPPS and Benchmark), taught by all teachers, is also supported by targeted intervention from support staff.

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

Professional Learning Communities (PLCs) continue to utilize local, state, and norm-referenced data to strengthen student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet “Highly Qualified” teacher requirements.

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

Marengo Ranch will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview.

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

The GJUESD district and site administrators, and teachers participate in staff development designed to support standards, student performance, and professional needs. 2022-2023 Professional Development focused on foundational skills in the area of reading and mathematics.

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

Principals are responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or other staff.

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

Professional Learning Communities continue to collaborate each week, focusing on student needs and instruction.

Teaching and Learning

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

Curriculum, instruction, and materials are all aligned with the Common Core Standards.

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

Instructional minutes for reading/language arts and mathematics adhere to recommended guidelines.

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

Grade level PLC's have some flexibility with lesson pacing in order to meet the personalized needs of each learner.

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

Engage New York/Eureka Math, California Common Core State Standards (CCCSS) aligned materials are provided for all students in grades K-6. For ELA/ELD, Benchmark curriculum is aligned with CCCSS.

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

ELA Benchmark curriculum is SBE-adopted and aligned to CCCSS.

Opportunity and Equal Educational Access

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

Students not making growth will receive assistance in the classroom through differentiated instruction and support from instructional assistants, and online courseware. After school support is available through extended day opportunities. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. MTSS site teams meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

Evidence-based educational practices to raise student achievement

Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Monthly MTSS referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning.

Parental Engagement

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

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and Reclassified ELs will benefit from the resources provided by state and federal Title I and Title III funds.

Marengo Ranch Elementary School is fortunate to house a full time social worker. Our social worker implements programs which support all learners. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to staff, families, and learners. There is a focus on attendance intervention, developing behavior contracts, and providing on-going workshops for families and staff.

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

School Site Council (SSC), English Learner Advisory Council (ELAC), Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The ELAC made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

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

Instructional assistants (IAs) and bilingual Instructional assistants (BIAs) are provided through Title I and Title III funding. Services provided support in the area of reading instruction and intervention.

Fiscal support (EPC)

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council met several times throughout the school year to review and update the SPSA. The updated SPSA was approved by the SSC on Monday, May 15, 2023.

Resource Inequities

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

No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	65	44
Grade 1	61	52	60
Grade 2	76	69	52
Grade 3	79	73	70
Grade 4	63	80	73
Grade 5	87	67	85
Grade 6	68	89	65
Total Enrollment	525	495	449

Conclusions based on this data:

1. Marengo Ranch continues to face declining enrollment concerns; however, Open Enrollment allows for students outside the school's attendance area to enroll in Marengo Ranch.
2. Staffing at particular grade levels changes as student enrollment varies. This impacts teacher assignments from year to year.
3. Hispanic/Latino and White student populations make up 90.79% of our student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	60	53	48	11.40%	10.7%	10.7%
Fluent English Proficient (FEP)	24	20	23	4.6%	4.0%	5.1%
Reclassified Fluent English Proficient (RFEP)	22	18	20	4.2%	3.6%	4.5%

Conclusions based on this data:

1. English Learner enrollment increased in 20-21, but through the reclassification process, we have fewer students in 22-23.
2. The percent of students Fluent English Proficient students continues to increase while the percent of English Learners has decrease slightly over 3 years.
3. Our school-based ELD team meets regularly to review the needs of our EL's and makes decisions about instruction and supports.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	73		0	72		0	72		0.0	98.6	
Grade 4	63	89		0	88		0	88		0.0	98.9	
Grade 5	90	64		0	64		0	64		0.0	100.0	
Grade 6	66	88		0	87		0	87		0.0	98.9	
All Grades	298	314		0	311		0	311		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2459.			34.72			25.00			23.61			16.67	
Grade 4		2457.			26.14			14.77			28.41			30.68	
Grade 5		2525.			29.69			34.38			21.88			14.06	
Grade 6		2533.			13.79			40.23			26.44			19.54	
All Grades	N/A	N/A	N/A		25.40			28.30			25.40			20.90	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.78			59.72			12.50	
Grade 4		19.32			68.18			12.50	
Grade 5		25.00			60.94			14.06	
Grade 6		13.79			62.07			24.14	
All Grades		20.90			63.02			16.08	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.56			48.61			20.83	
Grade 4		11.36			53.41			35.23	
Grade 5		28.13			60.94			10.94	
Grade 6		14.94			64.37			20.69	
All Grades		20.26			56.91			22.83	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			76.39			6.94	
Grade 4		10.23			72.73			17.05	
Grade 5		9.38			81.25			9.38	
Grade 6		12.64			74.71			12.64	
All Grades		12.22			75.88			11.90	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22			66.67			11.11	
Grade 4		13.64			68.18			18.18	
Grade 5		17.19			76.56			6.25	
Grade 6		12.64			72.41			14.94	
All Grades		16.08			70.74			13.18	

Conclusions based on this data:

1. Following the pandemic, scores dropped slightly from 55.26% in 2018-2019, and 53.70 in 21-22.
2. 5th grade demonstrated the highest percentage of students exceeding or meeting standards - 61.07%
3. Writing scores were slightly lower than the previous year. This is an area to strengthen.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	73		0	72		0	72		0.0	98.6	
Grade 4	63	90		0	89		0	89		0.0	98.9	
Grade 5	90	64		0	64		0	64		0.0	100.0	
Grade 6	66	88		0	87		0	87		0.0	98.9	
All Grades	298	315		0	312		0	312		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.			20.83			37.50			19.44			22.22	
Grade 4		2470.			11.24			33.71			33.71			21.35	
Grade 5		2520.			21.88			25.00			32.81			20.31	
Grade 6		2492.			14.94			9.20			32.18			43.68	
All Grades	N/A	N/A	N/A		16.67			25.96			29.81			27.56	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.17			48.61			22.22	
Grade 4		26.97			51.69			21.35	
Grade 5		23.44			54.69			21.88	
Grade 6		14.94			43.68			41.38	
All Grades		23.40			49.36			27.24	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.61			55.56			20.83	
Grade 4		10.11			65.17			24.72	
Grade 5		15.63			62.50			21.88	
Grade 6		14.94			49.43			35.63	
All Grades		15.71			58.01			26.28	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.17			55.56			15.28	
Grade 4		19.10			48.31			32.58	
Grade 5		7.81			71.88			20.31	
Grade 6		10.34			56.32			33.33	
All Grades		16.67			57.05			26.28	

Conclusions based on this data:

1. Overall growth was down slightly in 2018-2019 from 38.36% to 37.12%, but increased in 21-22 to 43.63%
2. 3rd Grade had highest percentage students scoring at exceeding and meeting standards levels - 58.33%.
3. 4th and 6th grades are focused on increasing math scores through their Plan-Do-Study-Act (PDSA) Change Ideas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		9	9	
1	1437.1	*		1448.6	*		1425.3	*		12	4	
2	*	1446.9		*	1442.5		*	1450.8		7	16	
3	1499.4	*		1513.9	*		1484.5	*		14	5	
4	*	1515.7		*	1525.0		*	1505.7		4	11	
5	1530.9	*		1528.3	*		1533.0	*		14	*	
6	*	*		*	*		*	*		5	8	
All Grades										65	55	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	8.33	*		33.33	*		25.00	*		33.33	*		12	*	
2	*	0.00		*	43.75		*	25.00		*	31.25		*	16	
3	21.43	*		28.57	*		42.86	*		7.14	*		14	*	
4	*	9.09		*	54.55		*	36.36		*	0.00		*	11	
5	21.43	*		42.86	*		35.71	*		0.00	*		14	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	16.92	12.73		44.62	50.91		30.77	23.64		7.69	12.73		65	55	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	25.00	*		16.67	*		33.33	*		25.00	*		12	*	
2	*	18.75		*	18.75		*	25.00		*	37.50		*	16	
3	42.86	*		42.86	*		14.29	*		0.00	*		14	*	
4	*	63.64		*	27.27		*	9.09		*	0.00		*	11	
5	35.71	*		57.14	*		7.14	*		0.00	*		14	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	32.31	36.36		46.15	34.55		16.92	14.55		4.62	14.55		65	55	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	8.33	*		25.00	*		33.33	*		33.33	*		12	*	
2	*	0.00		*	43.75		*	25.00		*	31.25		*	16	
3	7.14	*		7.14	*		71.43	*		14.29	*		14	*	
4	*	9.09		*	9.09		*	63.64		*	18.18		*	11	
5	21.43	*		7.14	*		64.29	*		7.14	*		14	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	10.77	3.64		26.15	36.36		50.77	41.82		12.31	18.18		65	55	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	41.67	*		33.33	*		25.00	*		12	*	
2	*	6.25		*	75.00		*	18.75		*	16	
3	35.71	*		64.29	*		0.00	*		14	*	
4	*	72.73		*	27.27		*	0.00		*	11	
5	14.29	*		78.57	*		7.14	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	24.62	30.91		66.15	60.00		9.23	9.09		65	55	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	16.67	*		66.67	*		16.67	*		12	*	
2	*	18.75		*	43.75		*	37.50		*	16	
3	42.86	*		42.86	*		14.29	*		14	*	
4	*	45.45		*	54.55		*	0.00		*	11	
5	78.57	*		21.43	*		0.00	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	49.23	40.00		41.54	45.45		9.23	14.55		65	55	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	8.33	*		58.33	*		33.33	*		12	*	
2	*	0.00		*	62.50		*	37.50		*	16	
3	7.14	*		50.00	*		42.86	*		14	*	
4	*	0.00		*	72.73		*	27.27		*	11	
5	21.43	*		64.29	*		14.29	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	10.77	5.45		66.15	70.91		23.08	23.64		65	55	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	8.33	*		50.00	*		41.67	*		12	*	
2	*	31.25		*	31.25		*	37.50		*	16	
3	14.29	*		78.57	*		7.14	*		14	*	
4	*	9.09		*	81.82		*	9.09		*	11	
5	7.14	*		85.71	*		7.14	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	12.31	21.82		70.77	61.82		16.92	16.36		65	55	

Conclusions based on this data:

1. Data conclusions are challenging due to small numbers of English Learners at each grade level.
2. Reading and Writing domains are the most challenging areas for our English Learners.
3. There is an increase in the percentage of students who scored in the well-developed range in the area of writing and listening.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
495	38.8	10.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marengo Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	10.7
Foster Youth		
Homeless	5	1.0
Socioeconomically Disadvantaged	192	38.8
Students with Disabilities	89	18.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.2
American Indian	2	0.4
Asian	8	1.6
Filipino	6	1.2
Hispanic	253	51.1
Two or More Races	22	4.4
Pacific Islander	2	0.4
White	196	39.6

Conclusions based on this data:

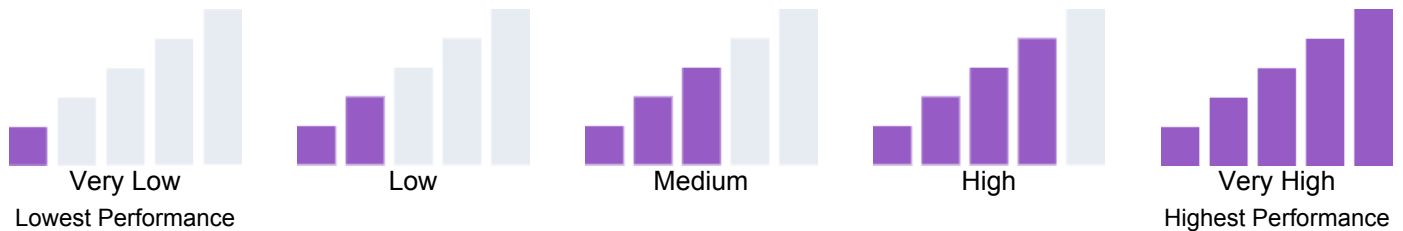
1. 38.8% of students enrolled at Marengo Ranch are disadvantaged. Homeless students are supported by our school social worker.
2. Hispanic and White student populations make up the majority of the student demographic enrollment.
3. Students with disabilities and English Learners reflect 28.7% of the student population.

School and Student Performance Data

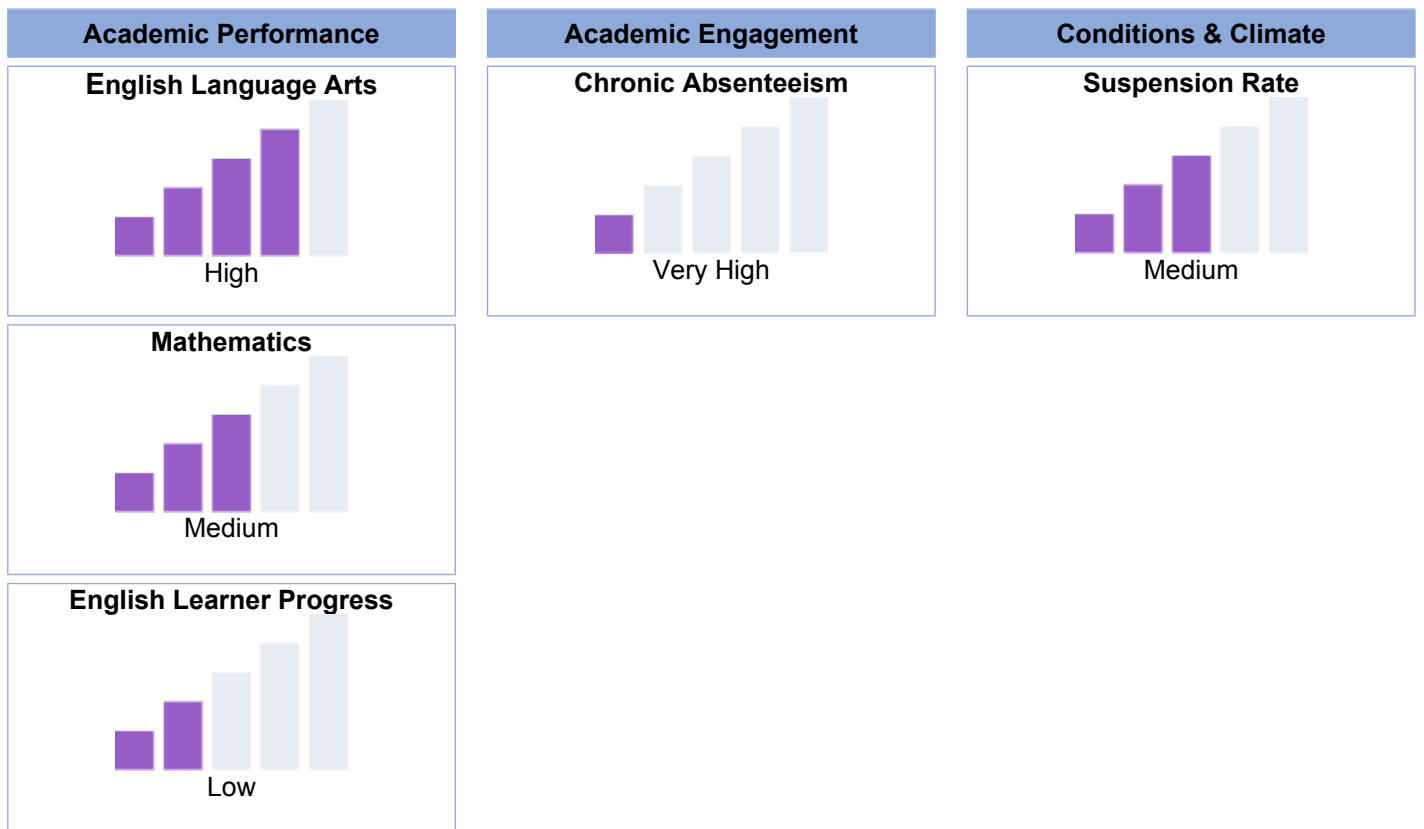
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Academic performance is high in ELA.
2. Chronic Absenteeism is very high. This can be attributed to the number of students who were on quarantine.

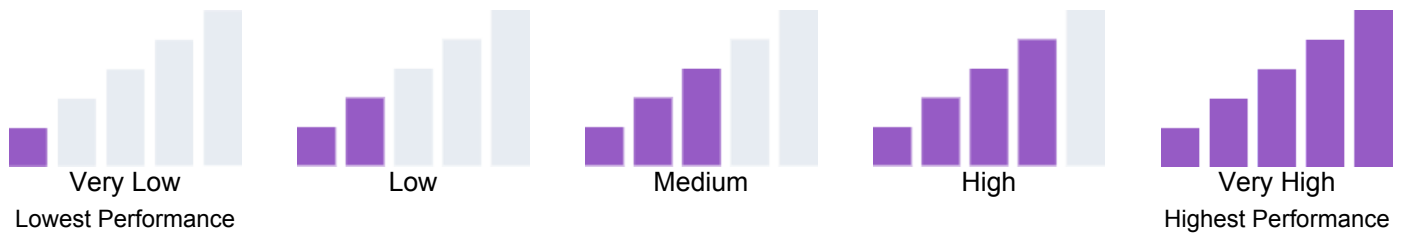
3. English Learner progress is low. This has been an area of focus this year. Our site ELD team has been working on instructional practices.

School and Student Performance Data

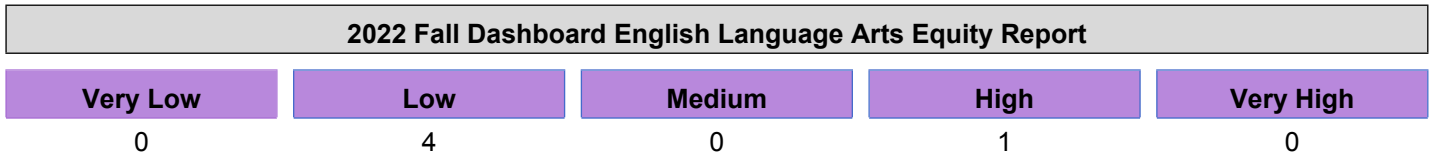
Academic Performance English Language Arts

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

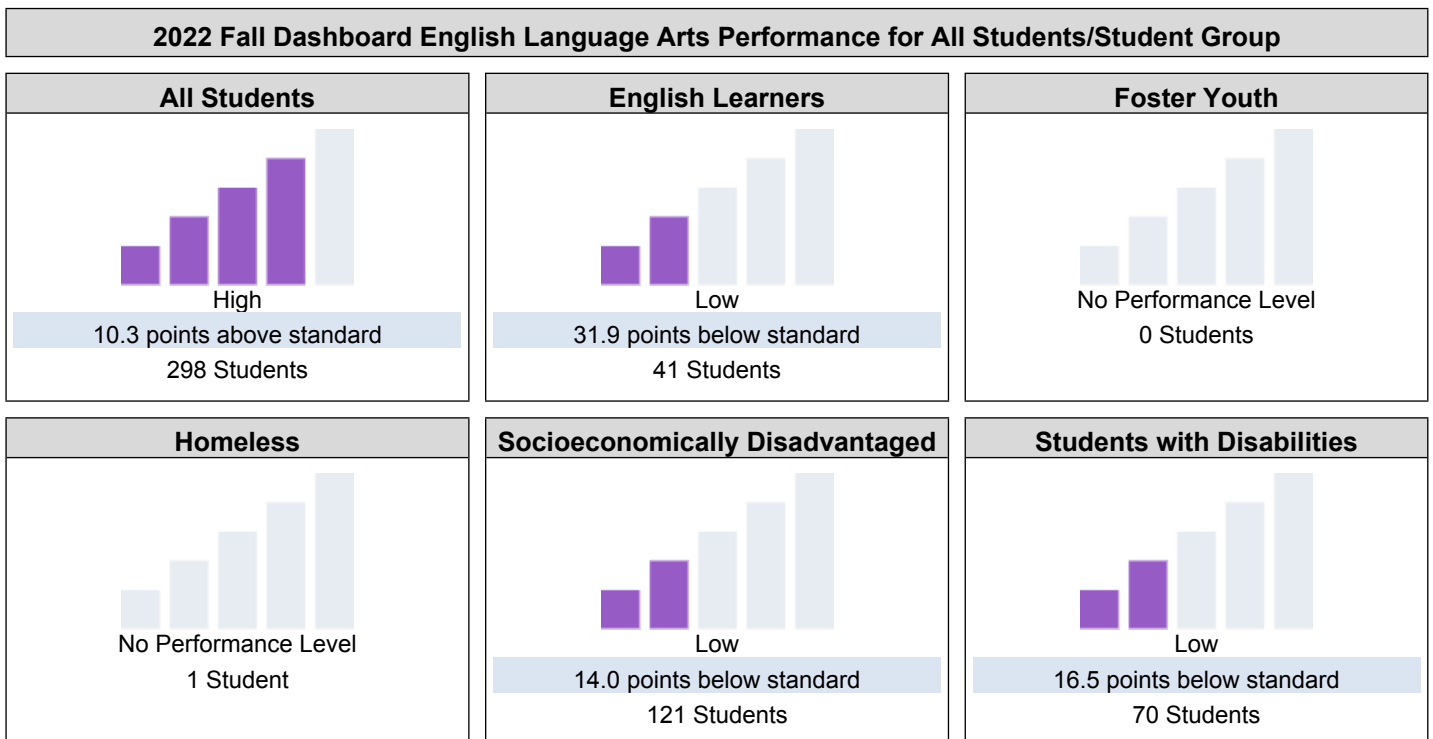
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



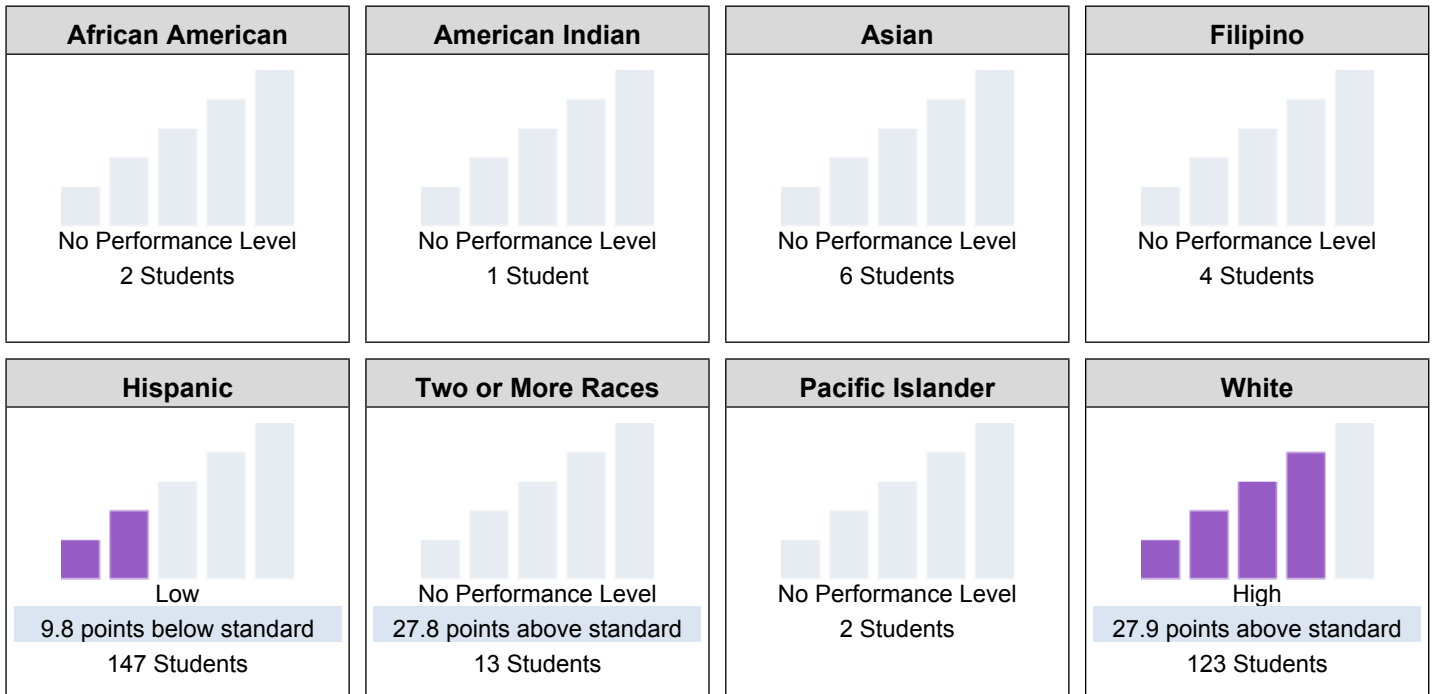
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.1 points below standard 21 Students	7.3 points above standard 20 Students	12.3 points above standard 240 Students

Conclusions based on this data:

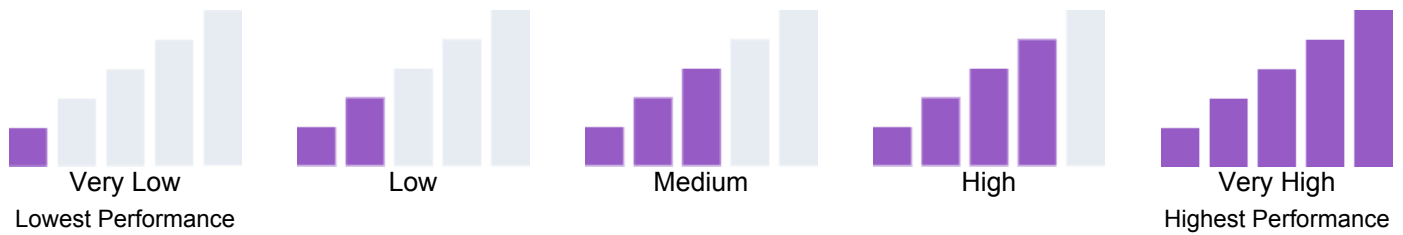
- English Learners, Hispanic, and Socioeconomically Disadvantaged students are all below standard. EL's are 31.9 points below the standard.
- Overall, all students are 10 points above the standard.
- Professional development is needed in the area of language arts.

School and Student Performance Data

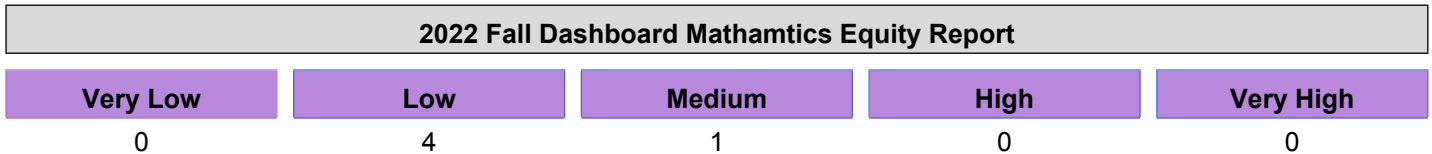
Academic Performance Mathematics

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

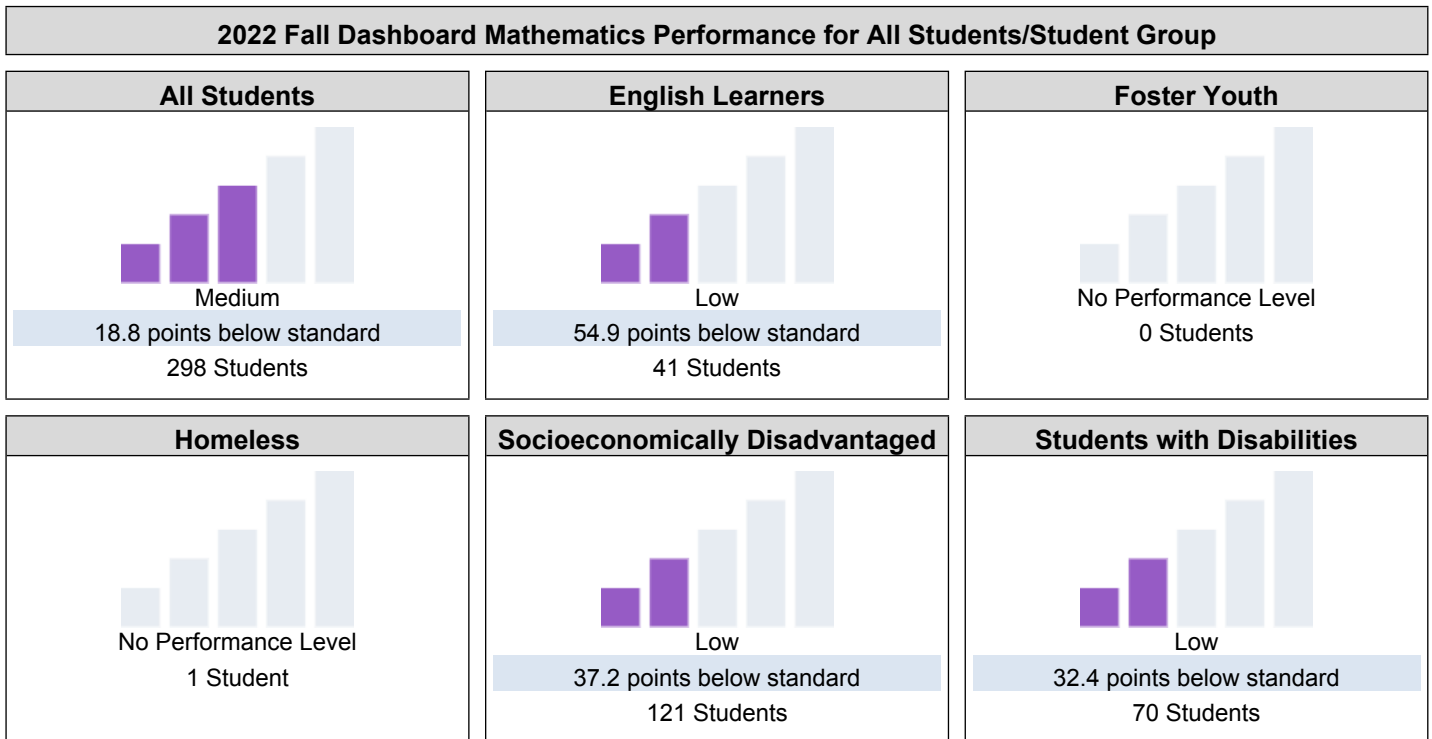
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



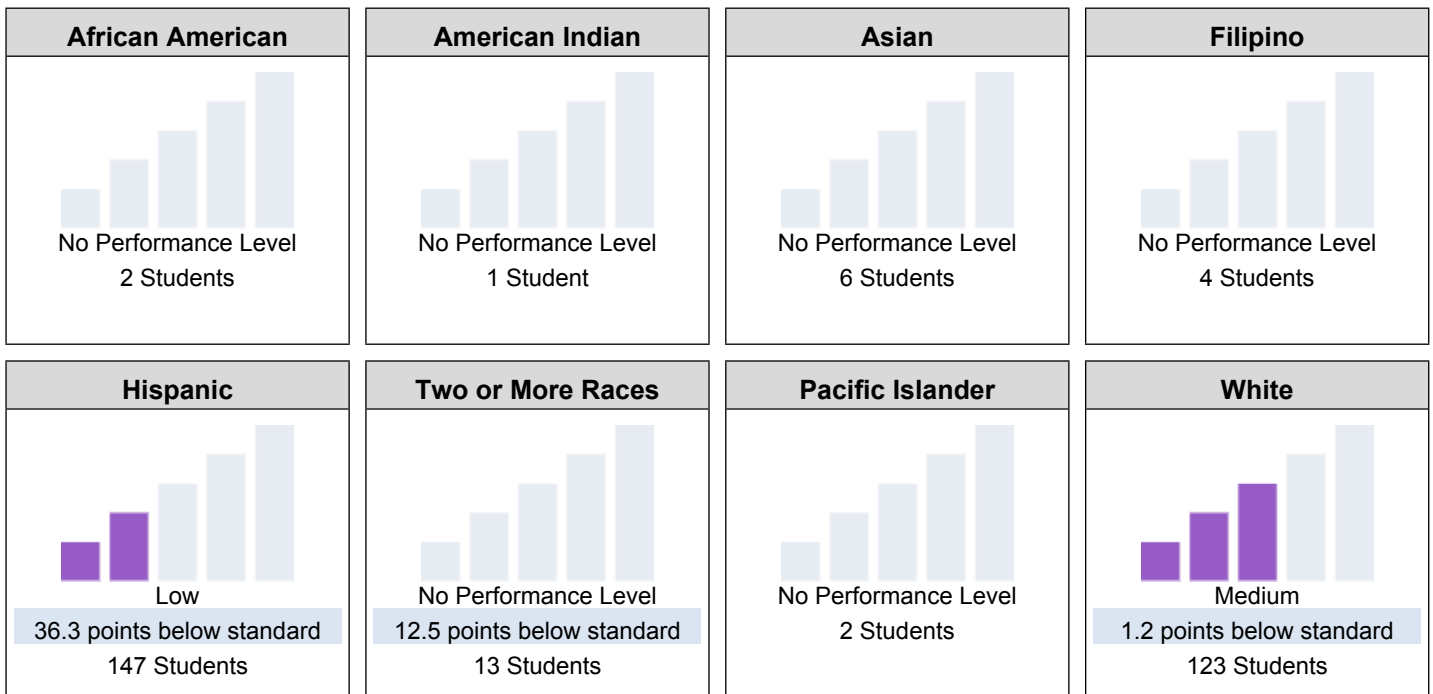
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">88.8 points below standard</p> <p>21 Students</p>	<p style="background-color: #e6f2ff;">19.3 points below standard</p> <p>20 Students</p>	<p style="background-color: #e6f2ff;">16.0 points below standard</p> <p>240 Students</p>

Conclusions based on this data:

1. All students are scoring in the medium level.
2. EL's, SES, students with disabilities, and hispanic students are scoring below the standard.
3. Math is an area of focus for our school and for our district.

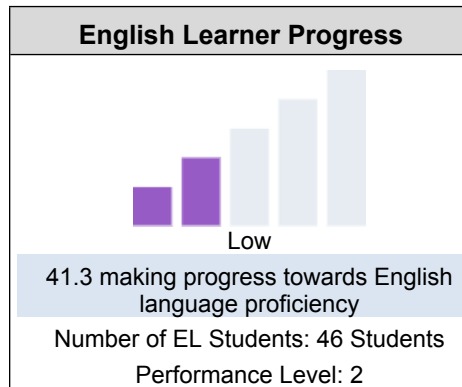
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.6%	39.1%	0.0%	41.3%

Conclusions based on this data:

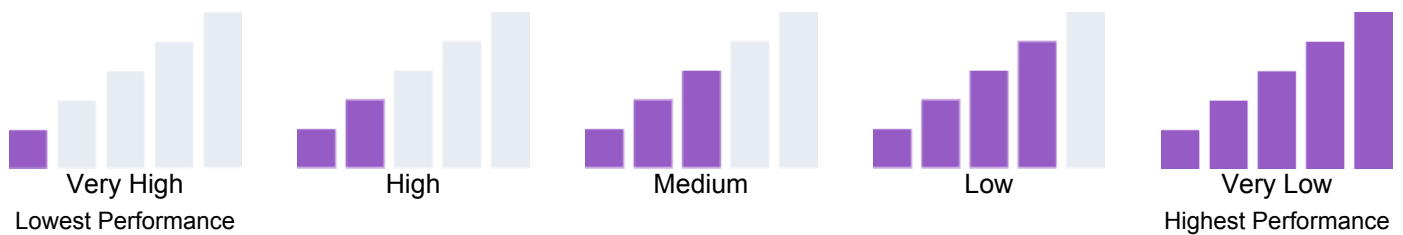
- Nearly half of the students progressed at least one level.
- Level 4 students are targeted for reclassification.
- Nearly 40% of the students maintained their level, while 19% decreased one level.

School and Student Performance Data

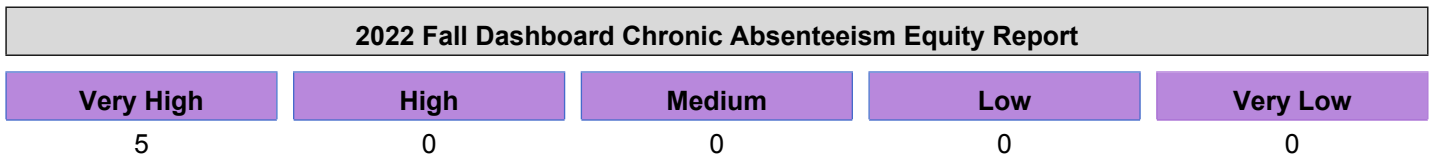
Academic Engagement Chronic Absenteeism

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

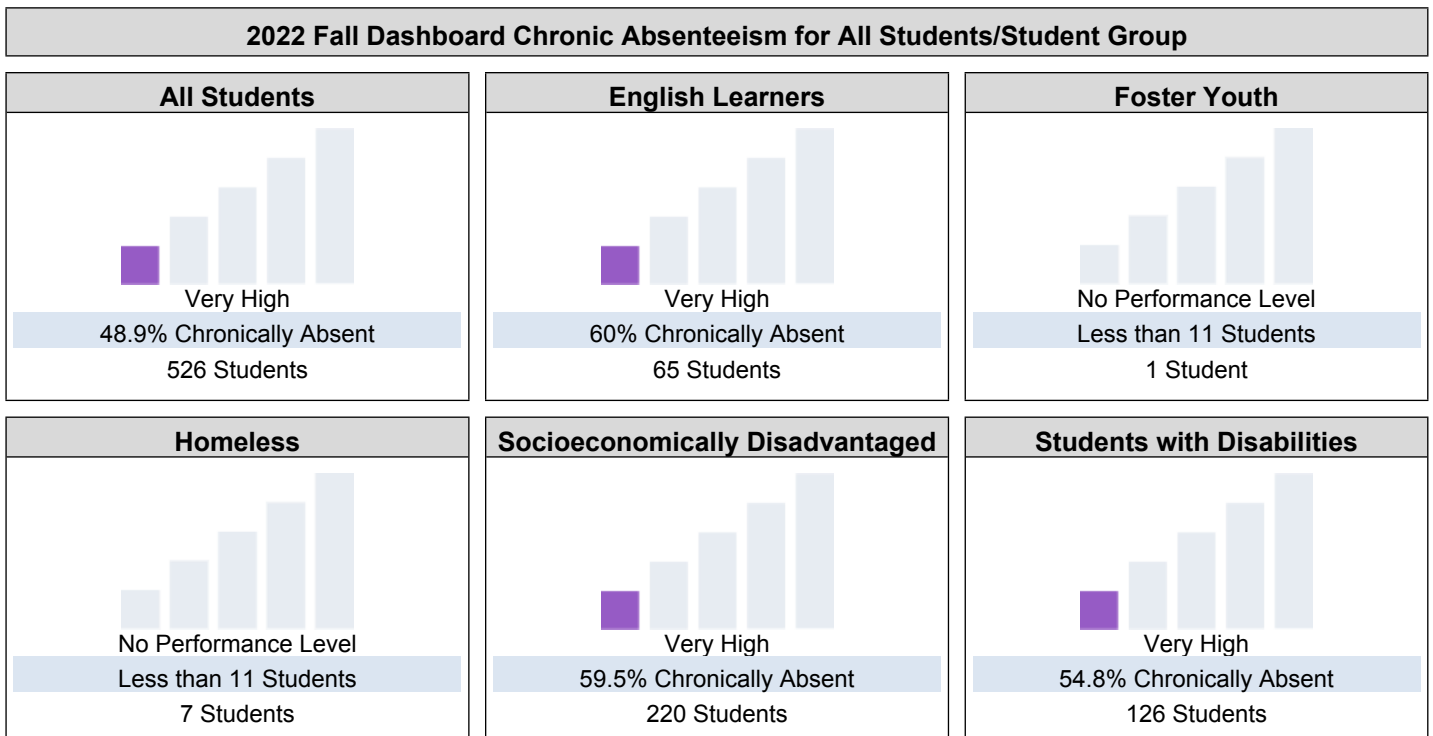
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



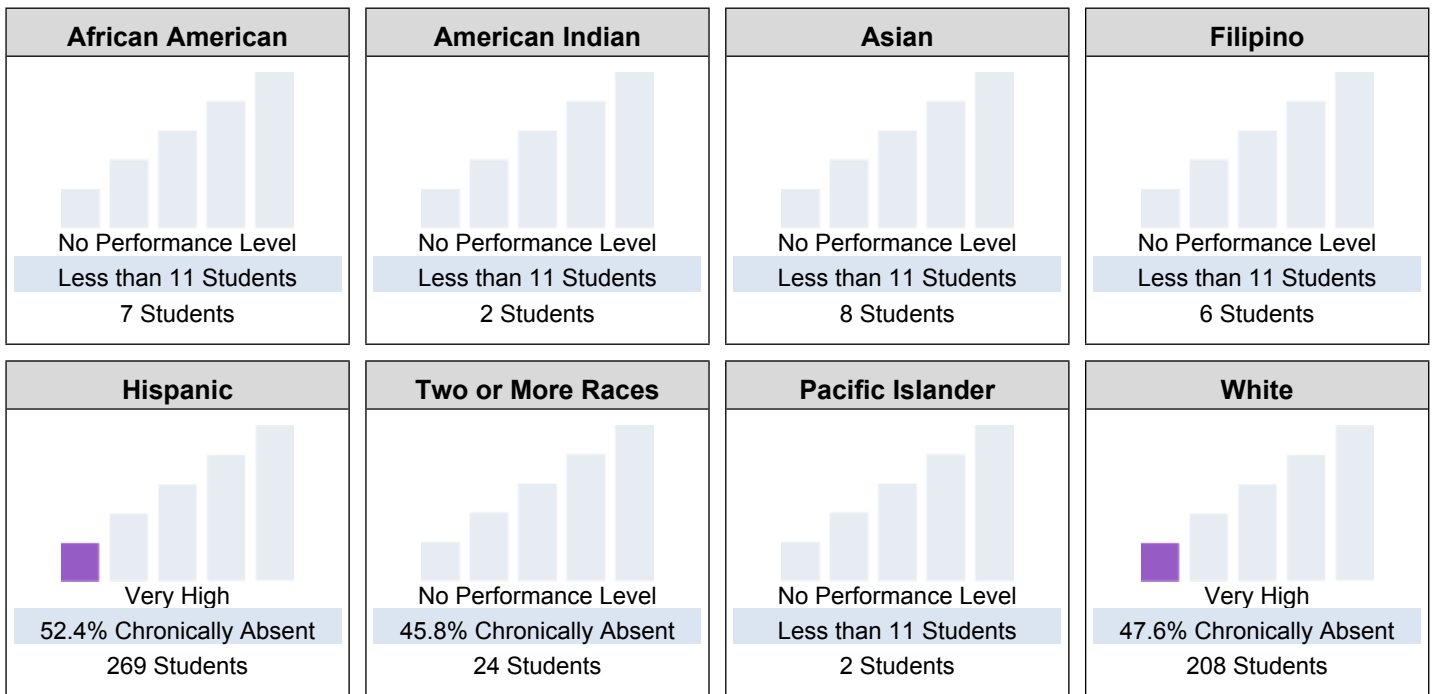
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

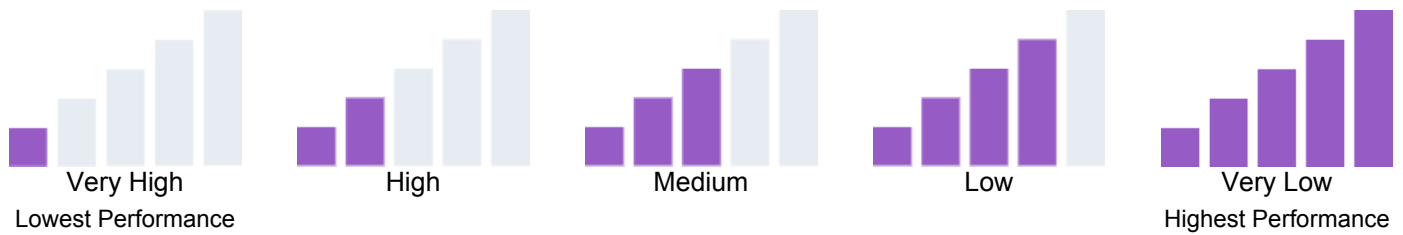
1. The 2019/2020 chronic absenteeism rate for Marengo Ranch was 8.7%. The quarantine effect of the pandemic has created a huge issue with chronic absenteeism.
2. English Learners and Socioeconomically disadvantaged students have the highest percentage of absenteeism.
3. Overall, 48.9% of the students were chronically absent.

School and Student Performance Data

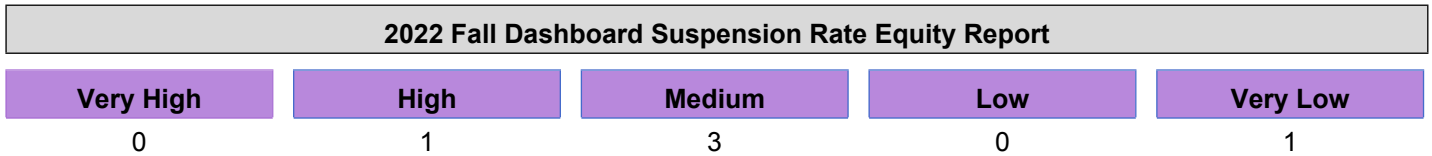
Conditions & Climate Suspension Rate

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

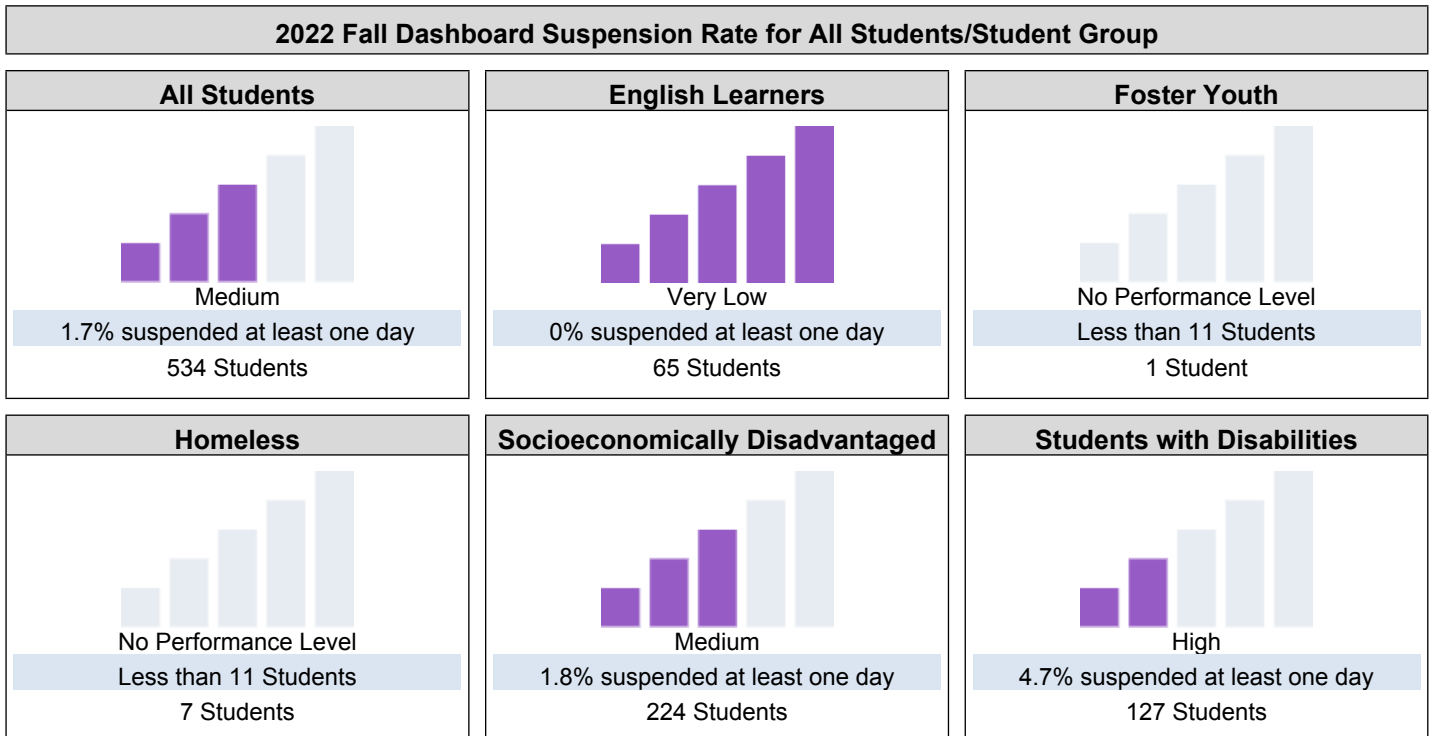
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



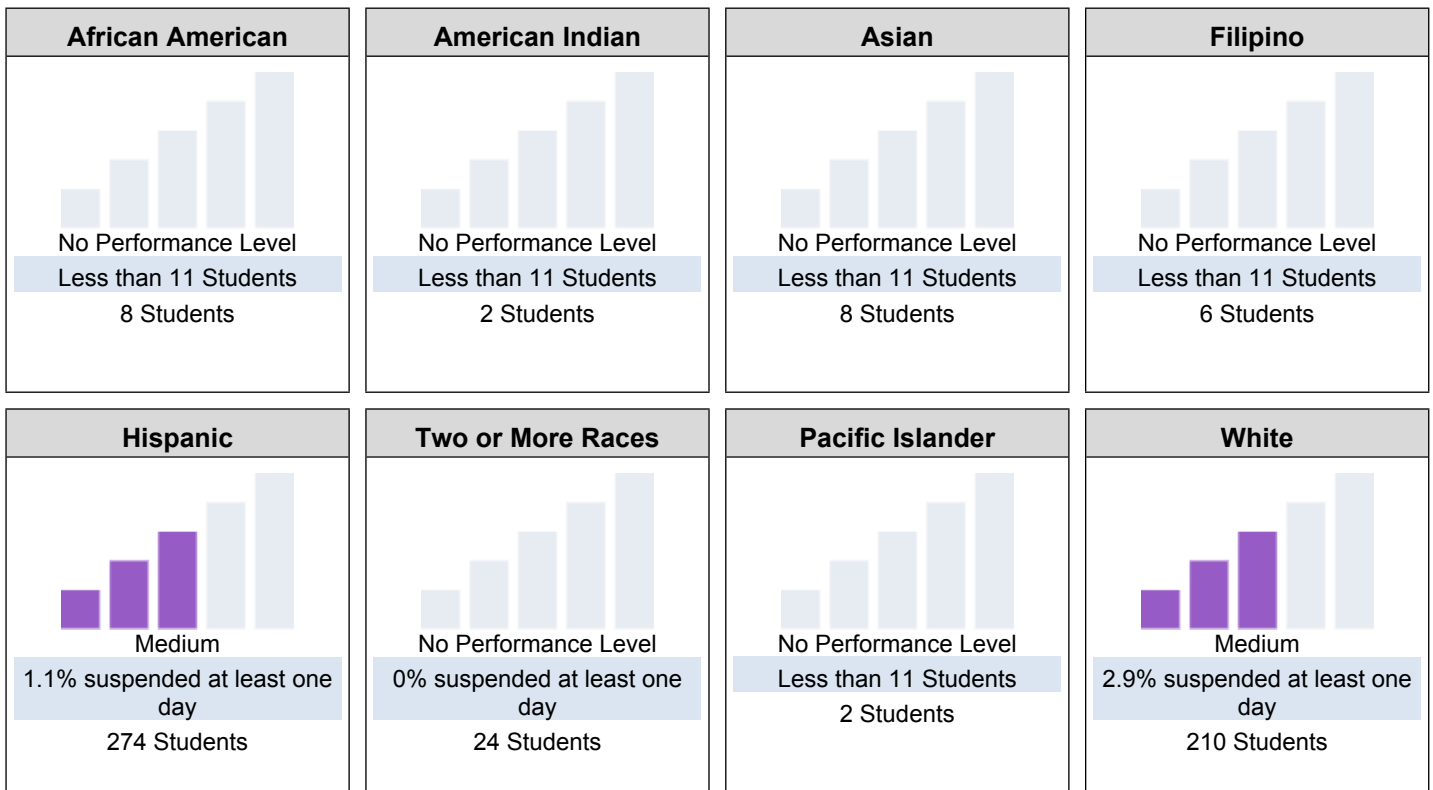
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspensions for students with disabilities was high - 4.7%
2. No English Learners were suspended.
3. Overall, the suspension rate fell into the medium level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Goal 1

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below,

Winter to Winter DRA data increased by 13%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Winter to Winter MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and pacing guides are needed at all grade levels. Providing opportunities for students to be engaged in thinking classrooms is a critical need.

Winter to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their instructional practices. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year	Baseline 2020-21 DRA's for 3rd trimester - 60% of students met/exceeded DRA benchmarks.	Increase to 79%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Actual Outcome</p> <p>2022 winter DRA's - 56% of students met/exceeded DRA benchmarks.</p> <p>2023 winter DRA's - 69% of students met/exceeded DRA benchmarks</p>	
<p>The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Math on winter MAP will increase at least 5% each year.</p>	<p>Baseline</p> <p>2020-21 spring MAP - 30% of students met/exceeded 60th percentile.</p> <p>Actual Outcome:</p> <p>2022 winter MAP Math - 34% of students met/exceeded 60th percentile.</p> <p>2023 winter MAP Math - 36% of students met/exceeded 60th percentile.</p>	<p>Increase to 41%</p>
<p>The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Reading on winter MAP will increase at least 5% each year.</p>	<p>Baseline</p> <p>2020-21 spring MAP - 39% students met/exceeded 60th percentile.</p> <p>Actual Outcome:</p> <p>2022 winter MAP ELA - 42% students met/exceeded 60th percentile.</p> <p>2023 winter MAP ELA - 43% students met/exceeded 60th percentile.</p>	<p>Increase to 48%</p>
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>Baseline</p> <p>Fall 2019 CA Dashboard</p> <p>All students: YELLOW, 21.7 points below standard</p> <p>White: GREEN, 1.2 points below standard</p> <p>Hispanic: ORANGE, 44.2 points below standard</p> <p>Socioeconomically Disadvantaged: YELLOW, 43.6 points below standard</p> <p>Students with Disabilities: YELLOW 72.6 points below standard</p>	<p>All students: Increase 13 points to meet standard</p> <p>White: Increase 1.2 points to meet standard</p> <p>Hispanic: Increase to 26.3 points below standard</p> <p>Socioeconomically Disadvantaged: Increase to 27.2 points below standard</p> <p>Students with Disabilities: Increase to 22.4 points below standard</p> <p>All English Learners: Increase to 44.9 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All English Learners: ORANGE, 63.9 points below standard</p> <p>Actual Outcome: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard</p>	
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts</p>	<p>Baseline Fall 2019 CA Dashboard All students: YELLOW, 3.2 points above standard White: GREEN, 23.4 points above standard Hispanic: ORANGE, 20.4 points below standard Socioeconomically Disadvantaged: ORANGE, 27.2 points below standard Students with Disabilities: YELLOW, 65.1 points below standard All English Learners: ORANGE, 37.9 points below standard</p> <p>Actual Outcome: 2022 All students: High 10.3 points above standard. White: High 27.9 points above standard Hispanic: Low 9.8 points below standard Socioeconomically Disadvantaged: Low, 14.0 points below standard Students with Disabilities: Low 16.5 points below standard</p>	<p>All students: Maintain High standard White: Maintain High standard Hispanic: Increase 9.8 points to meet standard. Socioeconomically Disadvantaged: Increase to 4 points below standard Students with Disabilities: Increase to 6.5 points below standard All English Learners: Increase to 21.9 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All English Learners: Low, 31.9 points below standard	
The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%	Baseline 2019 ELA participation was 94% and math participation was 96% Actual Outcome: 2022 ELA and math participation was 99%	CAASPP participation rates will maintain at 99%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	Baseline 2020-21 8.1% of EL's are making progress towards English proficiency. Actual Outcome: 2021-22: 63.64% of English Learners scored a 3 or 4 on the overall ELPAC.	Increase English proficiency to 68.64%
District English Learner reclassification rate will increase at least 1% each year	Baseline Reclassification rate for 2019-20 is 21% Actual Outcome 2021-22: Reclassification rate is 20%	Increase reclassification rate to 21%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Baseline 2020-21 100% of the students are taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources. Actual Outcome: 100% of the students are taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources.	100% of the students will continue to be taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources.
Students utilizing technological resources in order to support academic growth will be maintained at 100%	Baseline 2020-21 100% of the students utilize technological resources in order to support academic growth.	100% of the students will continue to utilize technological resources in order to support academic growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual Outcome:100% of the students utilize technological resources in order to support academic growth.	
Misassignments of teachers will remain at 0	Baseline 2020-21 Misassignments of teachers is 0. Actual Outcome: Misassignments of teachers is 0.	Misassignments of teachers will remain at 0.
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Baseline 2020-21: 100% of teachers are using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice. Actual Outcome 100% of teachers are using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice.	100% of teachers will continue to use the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice.
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students	Baseline 2020-21: Parents of English Learners, Socioeconomically Disadvantaged and Foster youth volunteer to participate and are represented at 100% of stakeholder groups and meetings. Actual Outcome: Parents of English Learners, Socioeconomically Disadvantaged and Foster youth volunteer to participate and are represented at 100% of stakeholder groups and meetings.	Representation of parents of unduplicated students will be maintained 100% at all stakeholder meetings.
Parent survey will be completed by a minimum of	Baseline	Parent survey participation will be increased by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
150 families with an increase of 10% each year	2020-21: 133 parents completed the survey Actual Outcome: 72 parents completed the survey in 2022. 67 parents completed the survey in 2023.	
Parent use of Synergy Parent Vue will increase 10% annually	Baseline: 65% of the parents are using Parent Vue. Actual Outcome as of March 2023 - 54% of the parents are using Parent Vue	Increase to 64%
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline: 2020-21 FIT rating is "Good" Actual Outcome: 2021-22: FIT rating is "Good" 2022-23: FIT rating is "Fair"	Facilities Inspection Tool (FIT) rating provided by the CDE will be increased to "GOOD"

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Reading and ELA Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

33,120.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
IA Salaries

65,828.00

LCFF - Supplemental
2000-2999: Classified Personnel Salaries

	IA and BIA Salaries
5,206.00	Title III 2000-2999: Classified Personnel Salaries BIA Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology and software programs to support student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8732.70	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Science curriculum, materials, supplies, special education materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I 5000-5999: Services And Other Operating Expenditures Science curriculum, materials, supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Document Tracking Services to support the development of the SPSA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

900.00

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
SPSA Document

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Supplemental support from classified employees

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,583.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Supplemental support

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Release time for teachers to analyze student data (MAP, DRA, Attendance) and implement instruction and intervention plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000.00

Source(s)

LCFF - Supplemental

1000-1999: Certificated Personnel Salaries
Sub salaries for teacher release days

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School Compact

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

335.30

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
School Compact

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conferences, workshops, professional development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000.00

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Conferences, workshops, professional
development

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Results of the 2022 state assessments reflected positive growth in the area of mathematics and a slight decrease in the area of English Language Arts. This was our first year back in school after distance learning and we are pleased with the results.

MAP Reading and Mathematics and DRA Fall to Winter data shows growth.

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. While we met many aspects of the stated goal, we will continue to allocate funds to provide access to professional development for staff for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Goal 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers.

The COVID-19 pandemic has also exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear. While things have improved this year, there is still a need to focus on the social and emotional needs of our students.

Our site MTSS Committee identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day. A key component of student success requires an intentional focus on (SEL) for all students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions. Our school social worker plays a key role in our MTSS process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily District attendance will be maintained at 96% or greater	<p>Baseline 2019 attendance rate was 95.8%</p> <p>Outcome 2022-2023 attendance rate: 93.30% *Aug 11, 2022 - Apr. 7, 2023</p>	Daily attendance will increase to 96%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Chronic Absenteeism will decrease by 1% or greater for every student subgroup</p>	<p>2019 CA Dashboard All students: YELLOW, 6.2% White: GREEN, 4.7% Hispanic: ORANGE, 8.3% Socioeconomically Disadvantaged: ORANGE, 10.9% Students with Disabilities: GREEN, 9.4% All English Learners: GREEN 8.5%</p> <p>2021-22 District Data: *Chronic Absenteeism as of 4/25/22 was 31% All students: Very High 48.9% White: Very High 47.6% Hispanic: Very High 52.4% Socioeconomically Disadvantaged: Very High, 59.5% Students with Disabilities: Very High, 54.8% English Learners: Very High 60%</p>	<p>Decrease chronic absenteeism to 47.9% All students: Very High 47.9% White: Very High 46.6% Hispanic: Very High 51.4% Socioeconomically Disadvantaged: Very High, 58.5% Students with Disabilities: Very High, 53.8% English Learners: Very High 59%</p>
<p>The suspension rate will decrease by 0.1% or greater for every student subgroup</p>	<p>2019 CA Dashboard All students: GREEN, 0.5% White: BLUE, 0% Hispanic: ORANGE, 1.2% Socioeconomically Disadvantaged: ORANGE, 1.2% Students with Disabilities: YELLOW, 1% All English Learners: BLUE 0%</p> <p>2021-22 District data Suspensions - Six students were suspended for a total of eight suspensions. All students: Medium 1.7% White: Medium 2.9% Hispanic: Medium 1.1% Socioeconomically Disadvantaged: Medium, 1.8% Students with Disabilities: High, 4.7% English Learners: Very Low 0%</p>	<p>Decrease suspensions by 0.1% All students: Medium 1.6% White: Medium 2.8% Hispanic: Medium 1.0% Socioeconomically Disadvantaged: Medium, 1.7% Students with Disabilities: High, 4.6%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>The expulsion rate will decrease by 0.1% or greater for every student group</p>	<p>Baseline: 2020-21 expulsion rate was 0% for all student groups</p> <p>2022 expulsion rate was 0% for all student groups</p>	<p>The expulsion rate will maintain 0%.</p>
<p>Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%</p>	<p>Baseline: On the 2021 parent survey, there were 5 areas below 85%: School actively seeks the input of parents Parents feel welcome to participate in this school Communication with parents about school Student learning environment School promotes respect of cultural beliefs/practices.</p> <p>Actual Outcome On the 2022 parent survey, these are the areas below 85%: School actively seeks the input of parents before making important decisions Teachers communicate with parents about what students are expected to learn in class Providing information about why your child is placed in a particular group or class Providing information about how to help your child with homework Provides quality counseling or other ways to help students with social or emotional needs Has quality programs for my child's talents, gifts, or special needs Provides parents with advice and resources to support my child's social and emotional needs</p>	<p>Reduce the number of areas that are below 85%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>On the 2023 parent survey, these are the areas below 85%:</p> <ul style="list-style-type: none"> School actively seeks the input of parents before making important decision Providing information about why your child is placed in a particular group or class Provides quality counseling or other ways to help students with social or emotional needs Providing information about how to help your child with homework Provides quality counseling or other ways to help students with social or emotional needs 	
<p>Percentage of students in grades 5-8 responding "Yes, most OR all of the time" on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%</p>	<p>Baseline On the 2021 student survey, areas to focus on that were below 85% - School Engagement and Supports: Meaningful participation and Interest in schoolwork done at school are two areas to strengthen.</p> <p>Actual Outcomes On the 2022 student survey, areas to focus on that were below 85%: Caring adults in school Meaningful participation in school School connectedness Social and emotional learning supports Violence and victimization Parent involvement in schooling</p> <p>On the 2023 survey, areas to focus on that were below 85%: Generally, students feel connected and safe at school, and they are motivated to</p>	<p>Reduce the number of areas that are below 85%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>learn. For school discipline, they felt that the rules are clear and they are treated with respect. Substance use is not an issue at school. Meaningful participation (40% - 5th/ 35%-6th and school boredom (48%-5th / 54%-6th) are two areas that we have been monitoring. For meaningful participation, about 1/3 of the students surveyed stated they did not have a chance to decide the school rules. 1/4 of the 6th graders stated their teachers did not ask about their ideas. All other areas reflected positive responses for 90% of the students.</p>	
<p>Students access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%</p>	<p>Baseline: 2020-21: 100% Students in grades K-4 have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir.</p> <p>Actual Outcomes:100% Students in grades K-4 have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir.</p>	<p>100% Students in grades K-4 have continue to have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir.</p>
<p>At least 65% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)</p>	<p>Baseline 2020-21: 49% of students who attended summer school for 2021 were unduplicated students.</p> <p>Outcome 2021-22: 72% of students who attended summer school for 2022 were unduplicated students.</p>	<p>Unduplicated students attending summer school in 2022 will increase to 54%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

MTSS - Team reviews Cal SCHLS data, attendance, MAP, DRA, SBAC, and other local assessments and designs intervention strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Substitutes to cover MTSS team members

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Extended Day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
2000 - 2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Parent connections: Phone calls, translations, interpretations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

785.00

Source(s)

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
BOA and BIA salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement Second Step in all classrooms. Our social worker will play a primary role in the implementation process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources needed to achieve this articulated goal. We will continue to allocate resources to access professional development for staff for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2023-2024 to provide staff with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$43,694.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,490.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$37,703.00
Title I Part A: Parent Involvement	\$785.00
Title III	\$5,206.00

Subtotal of additional federal funds included for this school: \$43,694.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$81,796.00

Subtotal of state or local funds included for this school: \$81,796.00

Total of federal, state, and/or local funds for this school: \$125,490.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	37,703.00	0.00
LCFF - Supplemental	81,796.00	0.00
Title I Part A: Parent Involvement	785.00	0.00
Title III	5,206.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	81,796.00
Title I	37,703.00
Title I Part A: Parent Involvement	785.00
Title III	5,206.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	106,522.00
5000-5999: Services And Other Operating Expenditures	12,968.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	65,828.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	9,968.00

2000-2999: Classified Personnel Salaries	Title I	34,703.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	785.00
2000-2999: Classified Personnel Salaries	Title III	5,206.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,705.00
Goal 2	3,785.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Jennifer Porter	Principal
Maria Landa	Other School Staff
Katheryn Kirkendall	Parent or Community Member
Jenne McGranahan	Classroom Teacher
Suzie Whelihan	Classroom Teacher
Heather Wetzel	Parent or Community Member
Jissel Palomares	Classroom Teacher
Claudia Aguiar	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/15/23.

Attested:

Principal, Jennifer Porter on 5/15/2023

SSC Chairperson, Jenne McGranahan on 5/15/2023

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
River Oaks Elementary School	34 67348 6110654	5-23-2023	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 3
 - Data Analysis 3
 - Surveys 3
 - Classroom Observations 5
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 13
- Resource Inequities 13
- School and Student Performance Data 14
 - Student Enrollment..... 14
 - CAASPP Results..... 16
 - ELPAC Results 20
 - Student Population 24
 - Overall Performance 26
 - Academic Performance 27
 - Academic Engagement 32
 - Conditions & Climate..... 34
- Goals, Strategies, & Proposed Expenditures..... 36
 - Goal 1..... 36
 - Goal 2..... 50
- Budget Summary 58
 - Budget Summary 58
 - Other Federal, State, and Local Funds 58
- Budgeted Funds and Expenditures in this Plan 59
 - Funds Budgeted to the School by Funding Source..... 59
 - Expenditures by Funding Source 59
 - Expenditures by Budget Reference 59
 - Expenditures by Budget Reference and Funding Source 59
 - Expenditures by Goal..... 60
- School Site Council Membership 61
- Recommendations and Assurances 62

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2022-2023 school year, students in grades 5th and 6th again took the California Schools Survey.

The following Key Indicators of School Climate and Student Well Being shows the percentage of 5th / percentage of 6th grade students who agreed or strongly agreed. The first set of numbers reflect the 2021-2022 school year while the second set reflects the 2022-2023 school year.

School Engagement and Supports:	5th	6th	5th	6th
School connectedness	75	66	72	66
Academic motivation	81	79	84	83
Caring adults in school	78	65	69	69
High expectations by adults in school	86	83	85	84
Facilities upkeep	79	72	64	82
Parent involvement in schooling	75	79	82	70
Social and emotional learning supports	76	64	71	71
Anti-bullying climate	72	68	72	71
School Safety:				
Feel safe at school	76	66	86	73
Feel safe on way to and from school	86	85	92	80
Been hit or pushed	49	38	33	37
Mean rumors spread about you	61	42	42	39
Called bad names or target of mean joke	61	57	47	41
Saw a weapon at school	5	10	8	29
School Disciplinary Environment:				
Rule clarity	79	72	79	67
Students well behaved	41	34	43	26
Students treated fairly when break rules	58	51	44	55
Students treated with respect	89	81	80	77
Substance Use & Physical/Mental Health:				
Alcohol or drug use	11	13	16	20
Marijuana use	3	2	0	2
Cigarette use	0	2	2	0
Vaping	3	4	0	0
Eating Breakfast	60	54	69	61
Late bedtime (after 10pm)	32	42	17	35

Social Emotional Health:				
Belief in self (self-efficacy, persistence)	79	77	80	77
Frequent Sadness	24	25	16	27
Engaged living (optimism, gratitude, zest)	63	54	63	57
Problem solving	61	46	62	58

A summary of Key Indicators on the parent survey are as follows (results indicate the percentage that agree or strongly agree with the statement). The first number reflects the 2021-2022 percentage while the second number reflects the 2022-2023 number.

Parent Involvement:	2021-2022	2022-2023
School allow input and welcomes parents' contributions	38	39
School encourages me to be an active partner with the school in educating my child	22	36
School actively seeks the input of parents before making important decisions	31	24
Parents feel welcome to participate at this school	27	39

School Supports for Students:		
School promotes academic success for all students	33	36
School is a safe place for my child	42	38
School motivates students to learn	36	45
School has adults who really care about students	40	45
School provides opportunities for meaningful student participation	35	29

Fairness, Rule Clarity, and Respect for Diversity:		
School enforces rules equally	35	31
School treats all students with respect	42	42
School promotes respect of all cultural beliefs and practices	29	28

Substance Abuse and Bullying:		
Student alcohol and drug use	3	5
Student vaping or e-cigarette use	5	4
Harassment or bullying of students	18	13

Facilities:		
School has clean and well-maintained facilities/properties	35	41

A summary of Key Indicators on the staff survey are as follows (results indicate the percentage that 'strongly agree' with statement). The first number reflects the 2021-2022 percentage while the second number reflects the 2022-2023 number.

School Support for Students:	2021-2022	2022-2023
Caring adult relationships	52	51
High expectations by adults in school	62	58
Opportunities for student participation	37	35
Promotion of parent involvement	38	39
Student learning environment	57	51
Facilities upkeep	52	58
Social emotional supports at school	44	41
Adequate counseling/support services	62	49
Anti-bullying climate	32	38
School Supports for Staff:		
Staff working environment	40	41
Staff collegiality	44	46
School Safety:		
Safe for staff	57	46
Safe for students	57	49
Sufficient resources for a safe campus	n/a	13
Fairness, Rule Clarity, and Respect for Diversity:		
Fairness and rule clarity	40	33
Respect for diversity	39	38
Student Behavior:		
Student readiness to learn	15	16
Cutting classes	20	19
Harassment/bullying NOT a problem	5	19
Substance Abuse and Mental Health:		
Alcohol and drug use a problem	0	0
Tobacco use a problem	0	0
Vaping/e-cigarette use a problem	0	0
Student depression a problem	55	26

Classroom Observations

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

Site administrators will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct ongoing mini observations with face-to-face and written feedback using the district observation template. Tenured teachers who are on the 5-year evaluation cycle may choose to participate in the Professional Learning Cycle Self Reflection process where, in addition to mini observations with face-to-face feedback from administrators, they participate in a peer review and self reflection process. Teachers on Special Assignment (TOSAs) as well as consultants from CORE will support teachers in the classroom through modeling and facilitating the

sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (TOSAs).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Measured Academic Performance (MAP) Assessment is just one tool we use to measure a student's growth in our school-wide program. We administer 1:1 the District Reading Assessments (DRA) at each grade level to monitor individual growth in foundational reading skills and comprehension. Our goal is for all students to leave 3rd grade reading on grade level so they can be successful with core content curriculum in the intermediate grades and high school. Site funds are used to hire and train paraprofessionals that work closely with classroom teachers to personalize reading instruction. All learners receive Tier 1, core/grade level reading instruction (SIPPS and Benchmark) from credentialed teachers. Students in grades K-3 are placed in fluid, reading groups based on assessments. All students not meeting reading benchmarks have actions to address their gaps in reading including but not limited to intervention groups, academic conferencing, and parent-teacher conferences. A daily 30 minute Tier 2, targeted intervention group is a common action for a student needing to make more than a year's growth. Administration and teachers collaborate regularly during academic conferences and weekly PLC collaboration time to monitor learner growth and make instructional and staffing decisions based on these reading assessments. SBAC is the statewide assessment used for state accountability. Data from SBAC is used to identify trends and analyze growth of cohort groups, individual classes, student groups, and individual students. At least once a trimester, grade level PLCs meet with administrators and district support staff including TOSAs to analyze assessment data including MAP, SIPPS placement/mastery tests, DRAs, and SBAC.

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

Administration and teachers work collaboratively to monitor student growth. Instruction and intervention groups are continually modified based on district assessment data, as well as embedded assessments in both Eureka Math and Benchmark ELA & ELD curriculum.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the requirements and only those candidates meeting the requirements will be recruited to interview.

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

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district TOSAs offer trainings related to the Common Core State Standards (CCSS), Benchmark ELA/ELD curriculum, Eureka Math, Next Generation Science Standards (NGSS), technology, and personalizing learning. Teachers receive professional development in the areas of Benchmark ELA/ELD, Eureka Math, SIPPS, and NGSS.

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

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards, Next Generation Science Standards (NGSS)) and the assessed needs of the students of River Oaks. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD), site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols) (personal goal-setting). Staff social-emotional well-being is supported by ongoing professional development and support including access to strengths training and RULER strategies including use of a mood-meter to recognize and regulate adverse emotions. Staff have access to training and support with school-wide SEL curriculum- Second Step. Academic conferences will be held with teachers at the end of each district assessment window. Instructional decisions will be made based on assessment data. Teachers utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols) (personal goal-setting). Actions will be re-evaluated for students that are not making adequate growth towards meeting their annual goals. Intervention and support schedules for our paraprofessionals and credentialed support staff will also shift based on the needs of our students. Take-Away Tuesdays and early release Wednesdays support for capacity building are also supports for staff development and professional needs.

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

TOSAs, CORE consultants, county office of education content-specific consultants and administrators are available to provide instructional support.

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

Our goal is to create Professional Learning Communities (PLC) focused on monitoring student growth. Every PLC, with the guidance from administration and TOSAs and CORE consultants, will clarify learning outcomes, standards, and clear end-of-year learning outcomes/expectations for English Language Arts (ELA) & Mathematics. District TOSAs as well as consultants from CORE will calibrate grade level expectations across the district in every school, as well as facilitating district-wide professional development on 5th Wednesdays and Take-Away Tuesdays.

Teaching and Learning

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

All curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

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

Teachers submit their daily schedules to administration that reflect the appropriate instructional minutes.

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

Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers follow the recommended curriculum pacing as suggested in district adopted English Language Arts and math curriculum.

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

Site funds are used to purchase supplemental instructional materials.

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

Administration monitors the implementation of district standards-aligned curriculum through frequent classroom observations and teacher evaluation process.

Opportunity and Equal Educational Access

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

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Whole group SIPPS instruction is provided to all students K-4. Students in K-3 not meeting reading benchmarks have daily small group interventions to catch them up. Students in grades 4-6 that still need SIPPS instruction are provided small groups instruction. Students access a variety of online resources that offer differentiated support at each student's personal academic level in reading and math.

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee these systems of support. MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, teachers, and specialists.

Evidence-based educational practices to raise student achievement

Teachers will engage in their PLC through weekly collaboration taking place on early release Wednesdays throughout the school year. Teachers will utilize data from a variety of sources in order to make decisions about student interventions, instructional modifications, professional development, school climate and safety, and other program changes needed.

Parental Engagement

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

Key stakeholders work collaboratively to provide the following resources for families:

- ~ Breakfast, after school snacks, and summer meals are provided to all children at no cost
- ~ Scholarships for field trips
- ~ Support with health services
- ~ Counseling/Social Worker
- ~ Free family events
- ~ Support with technology and internet service

River Oaks Compact

Title 1 School, Parent Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I, as a school staff pledge to maintain to the best of our abilities:

A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.

A school where everyone is physically and emotionally safe.

A school where everyone takes responsibility for their own actions.

A school where parents, community, and staff encourage and support students to do their best.

A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.

A school where students have learning opportunities to develop 21st Century Skills.

A school where students are technologically literate and globally minded.

A school where students and staff communicate effectively and work cooperatively.

A school where students will develop critical thinking and problem solving skills.

A school where students and staff model the Eight Great Character Traits.

A school where students give to others and the greater community.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

Come to school ready to learn and work hard.

Participate in my learning by paying attention to lessons and asking questions when I need help.

Bring necessary materials to class including backpack, folder, etc.

Complete all assigned homework including reading time.

Know and follow school and class rules.

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.

Regularly monitor my child's progress in school and communicate the importance of education and learning to my child.

Participate in school activities when possible.

Contact my child's teacher/school when wanting/needing more information about my child

Read information sent home from the school – both student work and school information

Encourage and help my child to complete necessary reading and homework

Respect the school, staff, students, and families.

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

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for ELs. The School Site Council (SSC) is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

~Make sure my child is on time and prepared each day for school, gets adequate sleep, regular medical attention, and proper nutrition.

~Read to my child or encourage my child to read daily.

~Monitor my child's homework and make sure study time is in a quiet place.

~Support the school's/district's homework, discipline and attendance policies.

~Know how my child is doing in school by communicating with teachers, especially if I have concerns.

~Celebrate my child's achievements, and help my child accept consequences for negative behavior.

~Ask my child about his/her day and review all information sent home from school.

~Attend Back to School Night, Parent-Teacher Conferences, Open House, and other school events.

~Encourage my child to use a variety of courseware at home or at a Bright Future Learning Center (BFLC) (library) in Galt.

~Recognize and celebrate my child's strengths.

~Respect the school, staff, students and families.

In addition to participation in a variety of district and school site committees, parents and students may also participate in annual listening circles and parent workshops covering a variety of topics.

Funding

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

Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the EL student group, Socioeconomically Disadvantaged student group, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds. LCFF Supplemental & Concentration, Title I, II, and III funds will be used to hire and train support staff to provide reading and math intervention, extended day programs, homework clubs, curriculum coaches, and purchase supplemental curriculum.

Fiscal support (EPC)

See funding attached to goals and actions.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2022/2023 SPSA was shared with the School Site Council (SSC) on several occasions to review previous goals, update priorities, discuss expenditures and approve. The 2023/2024 SPSA was approved by the River Oaks SSC in May.

Resource Inequities

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

No resource inequities were identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	64	86	66
Grade 1	74	65	79
Grade 2	64	73	71
Grade3	85	69	81
Grade 4	65	90	73
Grade 5	82	67	94
Grade 6	67	92	70
Total Enrollment	501	542	534

Conclusions based on this data:

1. Although our school district is experiencing declining enrollment, River Oaks' enrollment remains fairly steady.
2. A decline in kindergartners caused a collapse of a classroom. Other sites are offering full day kindergarten next year. We will offer half day kindergarten for the 23-24 school year. In future, offering a full day kindergarten class may increase enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	106	110	93	21.20%	20.3%	17.4%
Fluent English Proficient (FEP)	20	19	19	4.0%	3.5%	3.6%
Reclassified Fluent English Proficient (RFEP)	22	32	34	4.4%	5.9%	6.4%

Conclusions based on this data:

1. As a site, we will look at our students individually to determine personalized supports that will allow them to be reclassified.
2. We will monitor ELD groups and notify families upon meeting criteria throughout the school year.
3. Percent of students classified as EL has slightly declined while the percent of students classified as R-FEP has slightly increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	62		0	62		0	62		0.0	100.0	
Grade 4	70	91		0	91		0	91		0.0	100.0	
Grade 5	82	66		0	65		0	65		0.0	98.5	
Grade 6	67	89		0	89		0	89		0.0	100.0	
All Grades	308	308		0	307		0	307		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2416.			19.35			25.81			22.58			32.26	
Grade 4		2455.			20.88			23.08			21.98			34.07	
Grade 5		2499.			30.77			20.00			16.92			32.31	
Grade 6		2533.			15.73			37.08			29.21			17.98	
All Grades	N/A	N/A	N/A		21.17			27.04			23.13			28.66	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.74			59.68			22.58	
Grade 4		20.88			63.74			15.38	
Grade 5		20.00			63.08			16.92	
Grade 6		22.47			53.93			23.60	
All Grades		20.52			59.93			19.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.74			51.61			30.65	
Grade 4		8.79			64.84			26.37	
Grade 5		21.54			47.69			30.77	
Grade 6		13.48			64.04			22.47	
All Grades		14.66			58.31			27.04	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.52			72.58			12.90	
Grade 4		10.99			76.92			12.09	
Grade 5		10.77			75.38			13.85	
Grade 6		20.22			65.17			14.61	
All Grades		14.33			72.31			13.36	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.90			74.19			12.90	
Grade 4		9.89			78.02			12.09	
Grade 5		23.08			55.38			21.54	
Grade 6		16.85			69.66			13.48	
All Grades		15.31			70.03			14.66	

Conclusions based on this data:

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to reading MAP scores.
2. The greatest percentage falling below standard overall is in the area of writing. This will continue to be an area of focus.
3. When comparing cohort groups, fifth grade shows a lower percentage of at/near standard in the area of writing, however they had the highest in above standard in the same area.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	62		0	62		0	62		0.0	100.0	
Grade 4	70	91		0	91		0	90		0.0	98.5	
Grade 5	82	66		0	65		0	65		0.0	100.0	
Grade 6	67	89		0	89		0	89		0.0	100.0	
All Grades	308	308		0	307		0	306		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2437.			17.74			27.42			40.32			14.52	
Grade 4		2457.			7.78			33.33			32.22			26.67	
Grade 5		2481.			15.38			24.62			29.23			30.77	
Grade 6		2516.			15.73			28.09			21.35			34.83	
All Grades	N/A	N/A	N/A		13.73			28.76			30.07			27.45	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.35			72.58			8.06	
Grade 4		18.89			47.78			33.33	
Grade 5		12.31			52.31			35.38	
Grade 6		14.61			53.93			31.46	
All Grades		16.34			55.56			28.10	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.35			53.23			27.42	
Grade 4		13.33			62.22			24.44	
Grade 5		15.38			52.31			32.31	
Grade 6		14.61			59.55			25.84	
All Grades		15.36			57.52			27.12	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.58			66.13			11.29	
Grade 4		12.22			58.89			28.89	
Grade 5		10.77			53.85			35.38	
Grade 6		11.24			69.66			19.10	
All Grades		13.73			62.42			23.86	

Conclusions based on this data:

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to math MAP scores.
2. Concepts and procedures is an area of strength for the third grade cohort, while this area was the highest percentage of below standard for the other cohorts across grade levels.
3. When comparing cohort groups, the percentage at or near standards consistently shows the highest across all domains. Math will continue to be an area of focus at River Oaks.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1412.6	1399.2		1423.4	1416.2		1388.1	1359.3		14	25	
1	1457.1	1450.3		1458.5	1464.7		1455.4	1435.2		11	12	
2	1499.8	1509.2		1495.7	1492.3		1503.6	1525.5		18	11	
3	1519.5	1502.2		1524.0	1501.2		1514.4	1502.6		27	16	
4	1530.3	1514.9		1533.8	1515.9		1526.2	1513.3		17	18	
5	1491.3	*		1487.7	*		1494.4	*		12	8	
6	1520.3	1562.3		1518.1	1578.5		1522.0	1545.6		13	11	
All Grades										112	101	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	4.00		42.86	20.00		28.57	56.00		21.43	20.00		14	25	
1	9.09	0.00		45.45	41.67		45.45	50.00		0.00	8.33		11	12	
2	33.33	36.36		44.44	54.55		16.67	9.09		5.56	0.00		18	11	
3	37.04	25.00		44.44	50.00		11.11	12.50		7.41	12.50		27	16	
4	47.06	27.78		17.65	44.44		29.41	16.67		5.88	11.11		17	18	
5	0.00	*		41.67	*		50.00	*		8.33	*		12	*	
6	7.69	27.27		38.46	54.55		38.46	18.18		15.38	0.00		13	11	
All Grades	24.11	16.83		39.29	40.59		27.68	31.68		8.93	10.89		112	101	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	12.00		42.86	36.00		28.57	32.00		21.43	20.00		14	25	
1	18.18	25.00		36.36	41.67		45.45	33.33		0.00	0.00		11	12	
2	38.89	36.36		38.89	54.55		16.67	9.09		5.56	0.00		18	11	
3	59.26	31.25		29.63	50.00		7.41	6.25		3.70	12.50		27	16	
4	64.71	50.00		17.65	33.33		11.76	5.56		5.88	11.11		17	18	
5	33.33	*		50.00	*		8.33	*		8.33	*		12	*	
6	23.08	72.73		46.15	27.27		23.08	0.00		7.69	0.00		13	11	
All Grades	39.29	31.68		35.71	42.57		17.86	15.84		7.14	9.90		112	101	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		35.71	8.00		50.00	72.00		14.29	20.00		14	25	
1	0.00	8.33		54.55	16.67		36.36	41.67		9.09	33.33		11	12	
2	22.22	27.27		55.56	45.45		16.67	27.27		5.56	0.00		18	11	
3	14.81	6.25		44.44	37.50		29.63	50.00		11.11	6.25		27	16	
4	17.65	0.00		29.41	38.89		29.41	44.44		23.53	16.67		17	18	
5	0.00	*		8.33	*		83.33	*		8.33	*		12	*	
6	0.00	18.18		23.08	27.27		46.15	54.55		30.77	0.00		13	11	
All Grades	9.82	6.93		37.50	25.74		38.39	52.48		14.29	14.85		112	101	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	12.00		57.14	76.00		28.57	12.00		14	25	
1	27.27	50.00		63.64	41.67		9.09	8.33		11	12	
2	33.33	54.55		61.11	36.36		5.56	9.09		18	11	
3	62.96	31.25		25.93	56.25		11.11	12.50		27	16	
4	58.82	55.56		35.29	38.89		5.88	5.56		17	18	
5	8.33	*		83.33	*		8.33	*		12	*	
6	7.69	54.55		69.23	45.45		23.08	0.00		13	11	
All Grades	35.71	36.63		51.79	52.48		12.50	10.89		112	101	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	12.00		71.43	68.00		14.29	20.00		14	25	
1	0.00	8.33		100.00	75.00		0.00	16.67		11	12	
2	50.00	18.18		44.44	81.82		5.56	0.00		18	11	
3	70.37	68.75		22.22	18.75		7.41	12.50		27	16	
4	52.94	44.44		41.18	44.44		5.88	11.11		17	18	
5	66.67	*		25.00	*		8.33	*		12	*	
6	61.54	100.00		30.77	0.00		7.69	0.00		13	11	
All Grades	49.11	39.60		43.75	48.51		7.14	11.88		112	101	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		85.71	84.00		14.29	16.00		14	25	
1	27.27	33.33		54.55	8.33		18.18	58.33		11	12	
2	44.44	9.09		50.00	90.91		5.56	0.00		18	11	
3	18.52	0.00		70.37	75.00		11.11	25.00		27	16	
4	23.53	0.00		41.18	72.22		35.29	27.78		17	18	
5	0.00	*		83.33	*		16.67	*		12	*	
6	7.69	18.18		30.77	45.45		61.54	36.36		13	11	
All Grades	18.75	7.92		59.82	64.36		21.43	27.72		112	101	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	42.86	12.00		42.86	48.00		14.29	40.00		14	25	
1	9.09	0.00		81.82	91.67		9.09	8.33		11	12	
2	22.22	54.55		66.67	45.45		11.11	0.00		18	11	
3	18.52	12.50		74.07	87.50		7.41	0.00		27	16	
4	17.65	11.11		64.71	77.78		17.65	11.11		17	18	
5	0.00	*		91.67	*		8.33	*		12	*	
6	15.38	27.27		84.62	72.73		0.00	0.00		13	11	
All Grades	18.75	15.84		71.43	70.30		9.82	13.86		112	101	

Conclusions based on this data:

1. When analyzing the mean scores by domain, we noticed that in grades 1st and 3rd, the mean score was higher for writing in than oral language "somewhat/moderately". We attribute this to the rigor of our ELA curriculum and the commitment to the frequency that writing is being practiced in the classroom.
2. Based on domain performances, we need to continue to focus on all domains by giving students regular opportunities to read, write, speak, and listen in the classroom.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
542	54.8	20.3	0.4
Total Number of Students enrolled in River Oaks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	20.3
Foster Youth	2	0.4
Homeless	26	4.8
Socioeconomically Disadvantaged	297	54.8
Students with Disabilities	76	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	3	0.6
Asian	35	6.5
Filipino	5	0.9
Hispanic	288	53.1
Two or More Races	9	1.7
Pacific Islander	3	0.6
White	196	36.2

Conclusions based on this data:

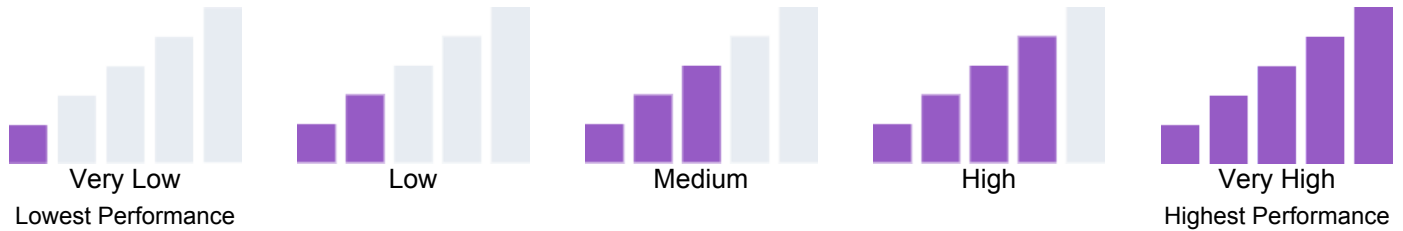
1. Our Hispanic student population continues to be our highest population of students by race/ethnicity. We are continuing to work to increase student achievement for this student population.
2. Our Socioeconomically Disadvantaged population continues to be our largest student group. We are continuing to work to increase student achievement for this student group.
3. Students with disabilities continues to be a significant student group at River Oaks. 14% of our student population is on an IEP. We are continuing to work to increase student achievement for this student population.

School and Student Performance Data

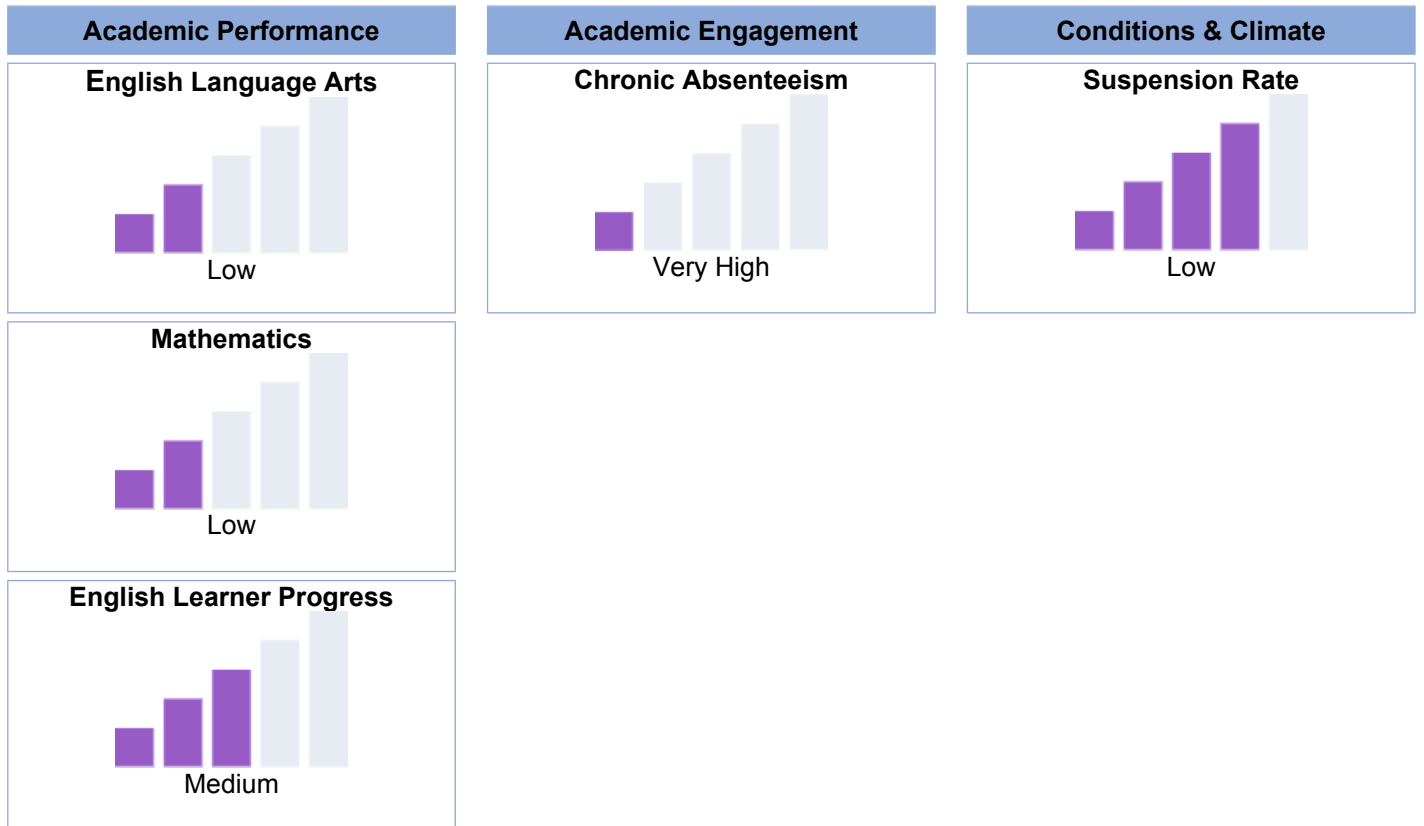
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

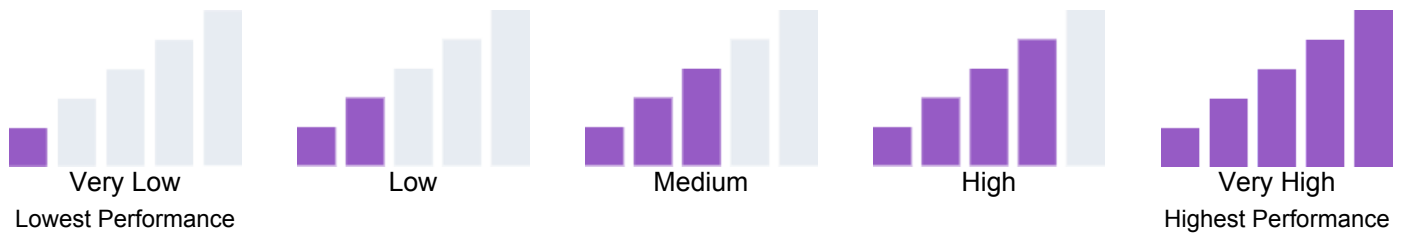
1. Chronic Absenteeism is an area of focus for River Oaks. We will continue to seek ways to promote regular attendance.
2. The River Oaks staff continues to find alternative ways of discipline to suspension.

School and Student Performance Data

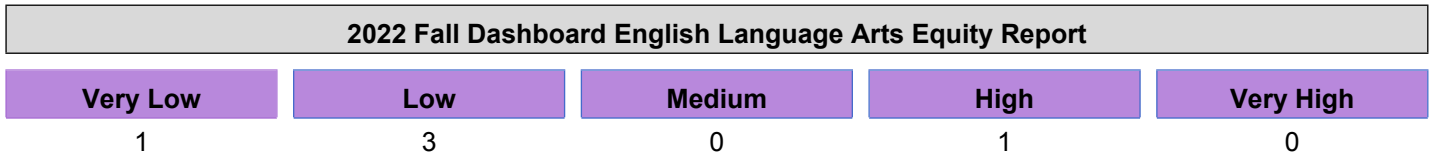
Academic Performance English Language Arts

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

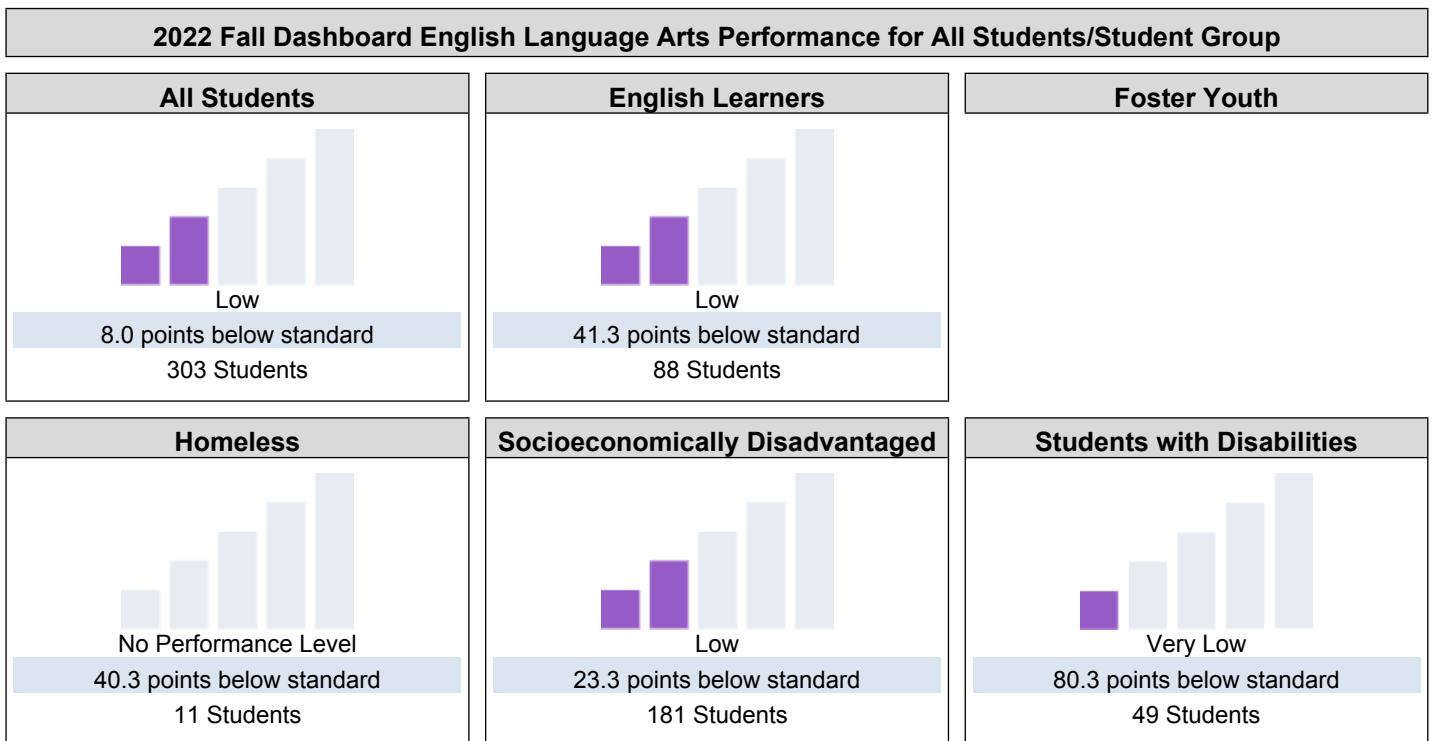
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



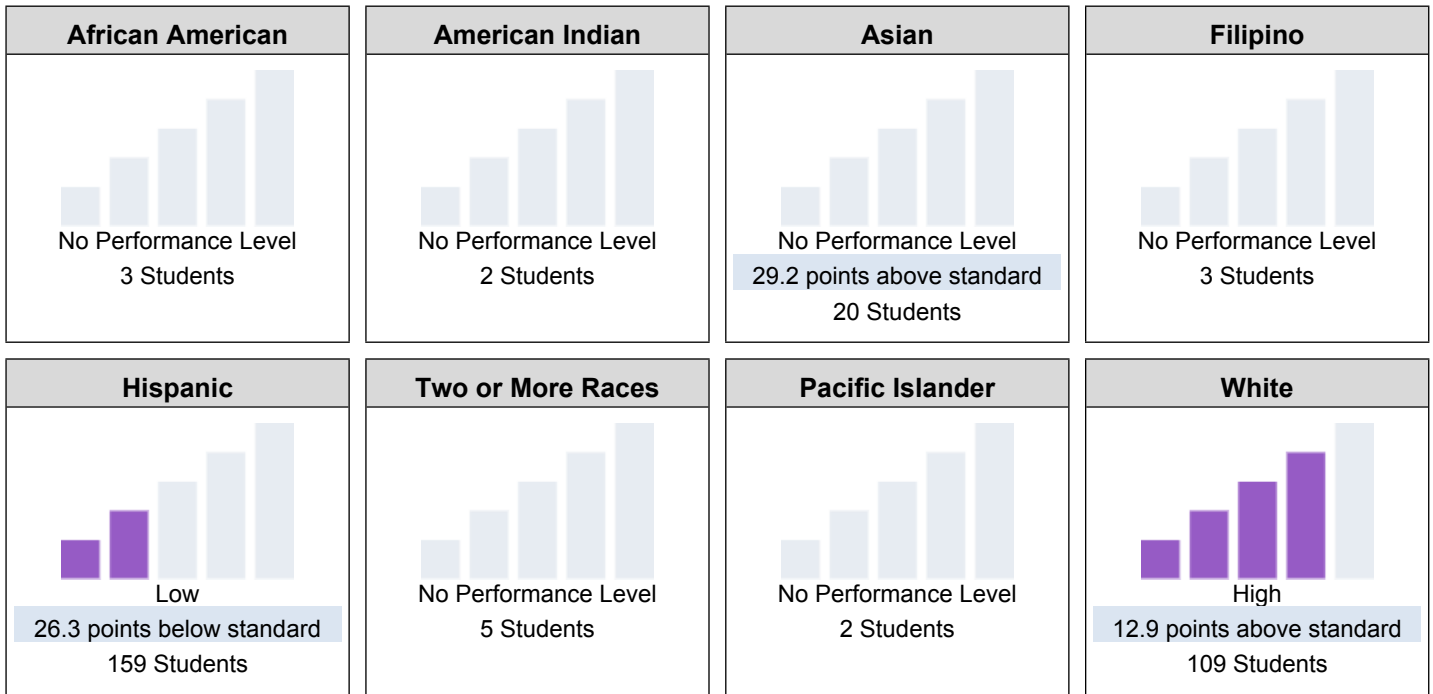
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.7 points below standard	7.6 points above standard	0.0 points below standard
51 Students	37 Students	200 Students

Conclusions based on this data:

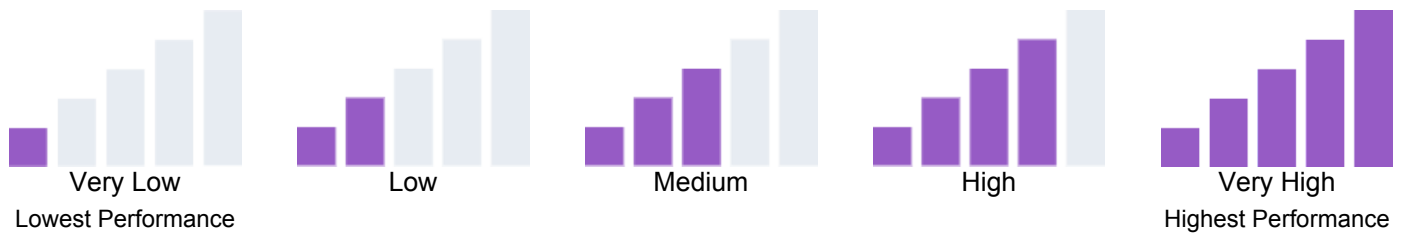
1. We are continuing to make our Socioeconomically Disadvantaged student group a target group as it is more than half of our student population. Meeting their social and emotional needs will be important for the success of their academic achievements at school.
2. Our English Learners are continuing to receive support through designated and integrated ELD.
3. Students with Disabilities continue to be a target group. The district has purchased ELA and math curriculum for this student group to better support their needs while still teaching grade level content.

School and Student Performance Data

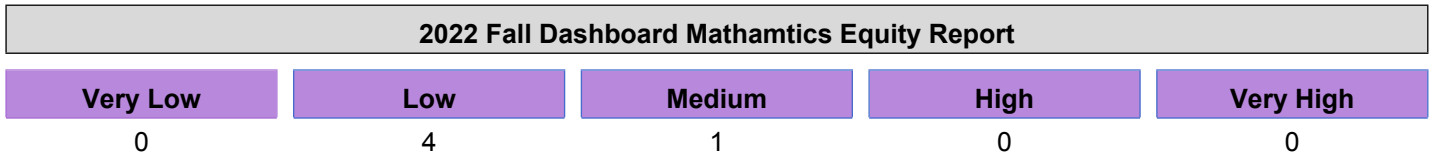
Academic Performance Mathematics

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

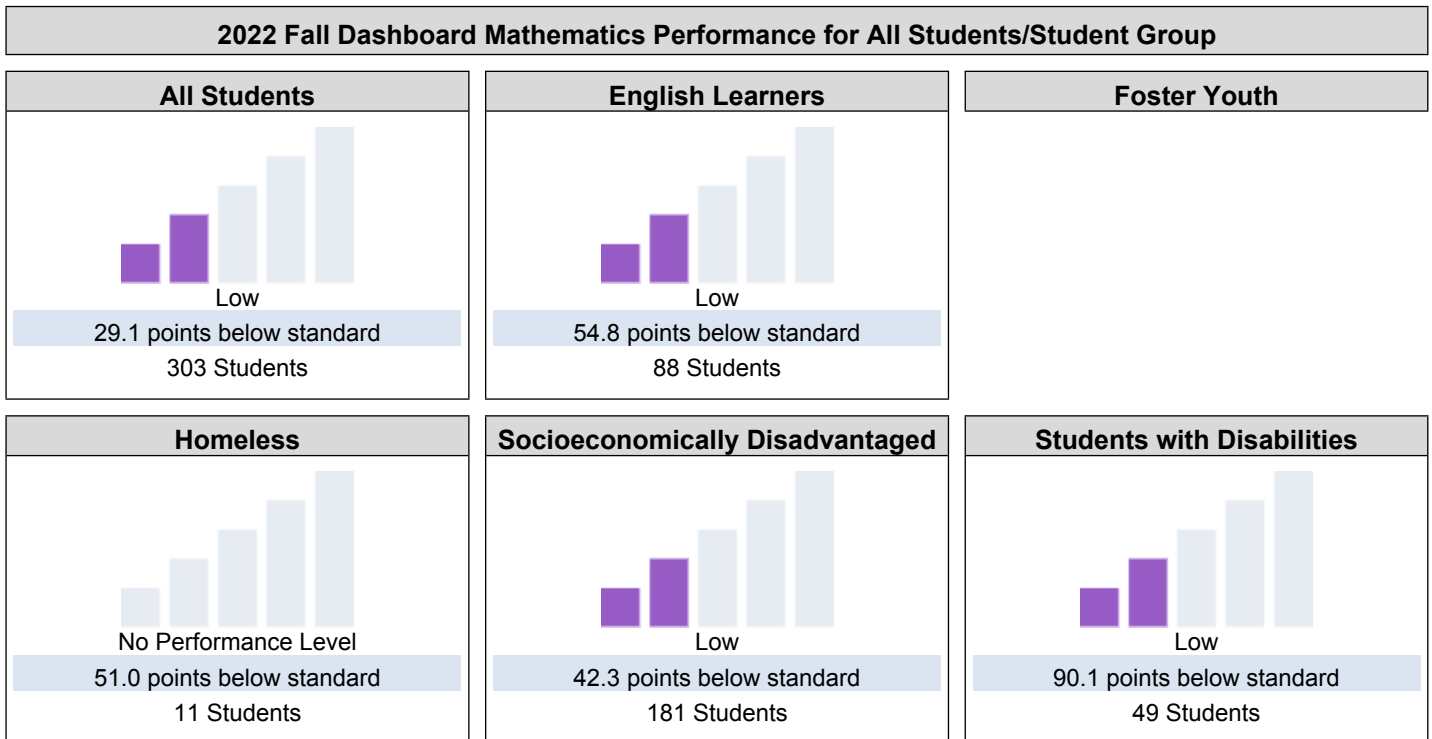
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



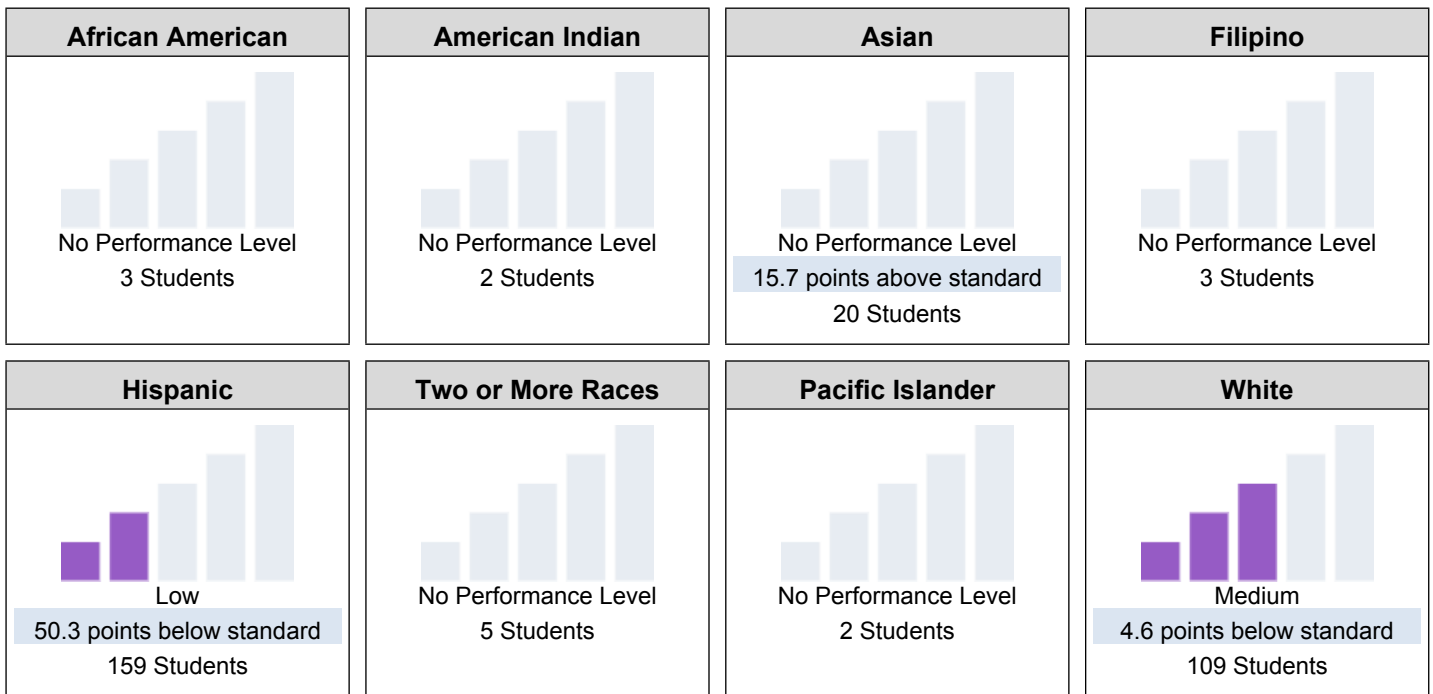
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">88.8 points below standard</p> <p>51 Students</p>	<p style="background-color: #e6f2ff;">8.0 points below standard</p> <p>37 Students</p>	<p style="background-color: #e6f2ff;">23.9 points below standard</p> <p>200 Students</p>

Conclusions based on this data:

1. We are continuing to make our Socioeconomically Disadvantaged students a target student group.
2. Our English Learners are continuing to receive support through designated and integrated ELD and specifically will have needs to target mathematical language in the content for ELs.
3. Students with Disabilities continue to be a target group. The district purchased math curriculum that is designed to better support students with disabilities.

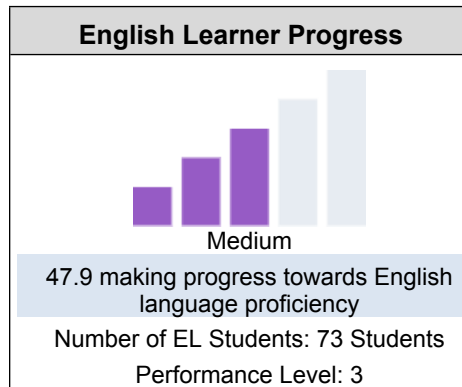
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5%	31.5%	2.7%	45.2%

Conclusions based on this data:

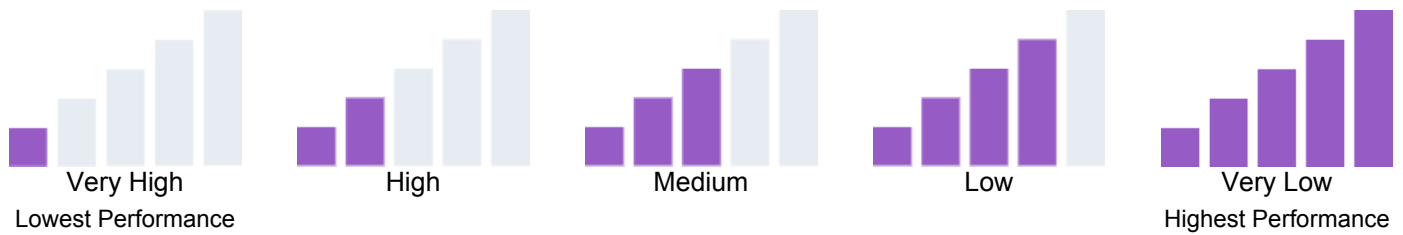
1. Through designated and integrated ELD, we are continuing to strive to improve English Learner progress.
2. Long Term English Learners (LTEL) continue to be a focus group within progress monitoring.

School and Student Performance Data

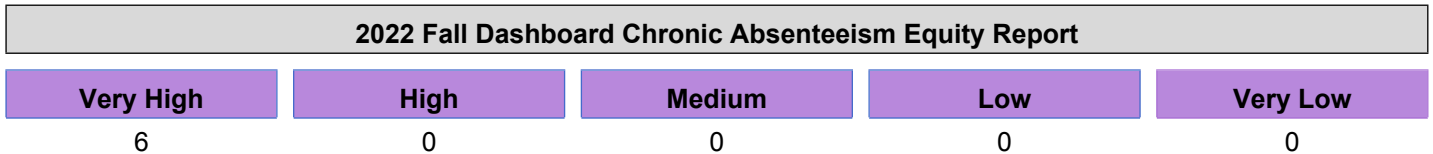
Academic Engagement Chronic Absenteeism

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

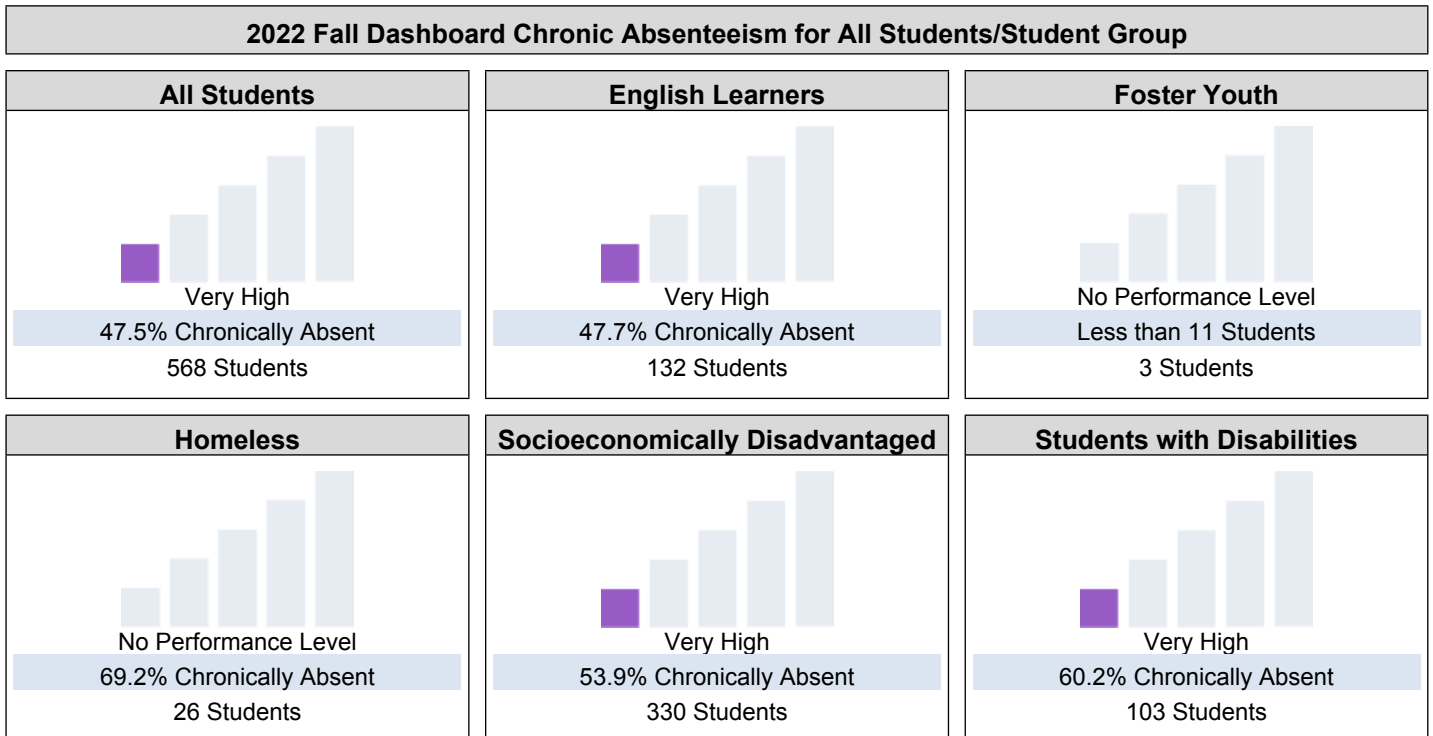
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



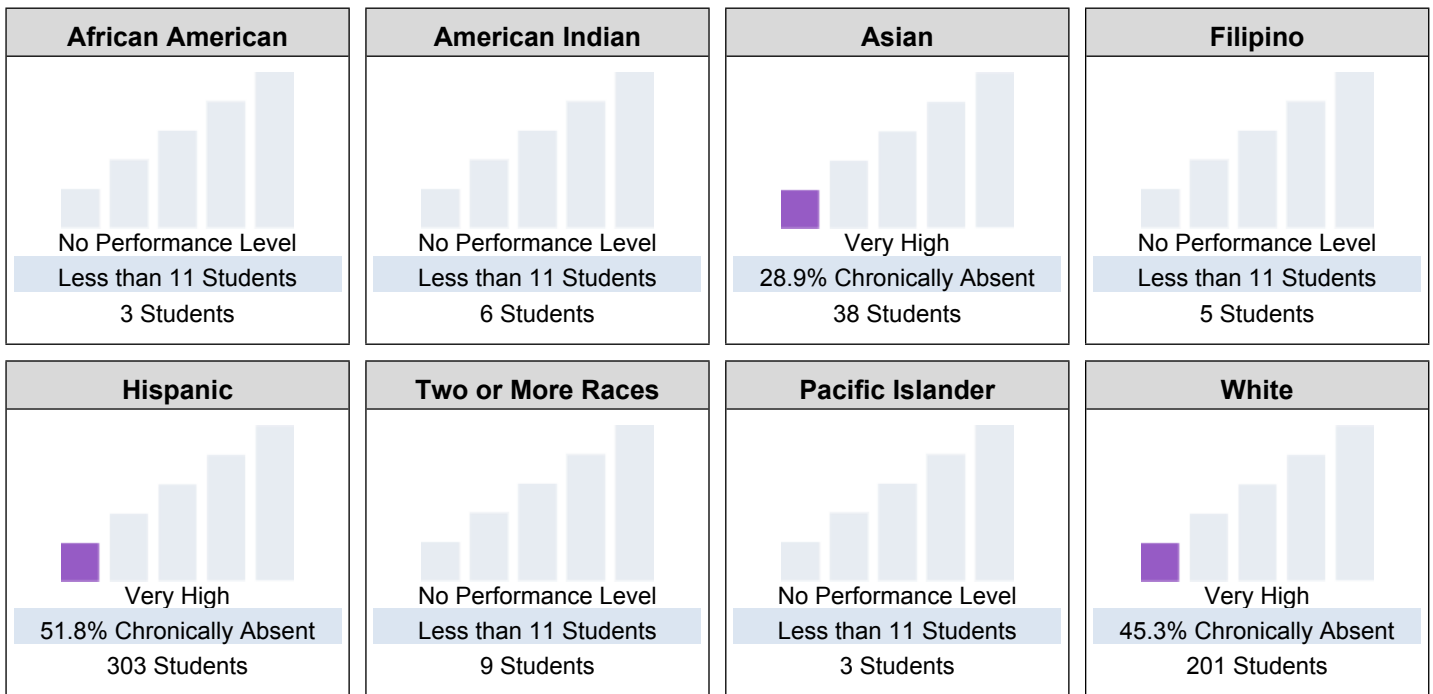
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

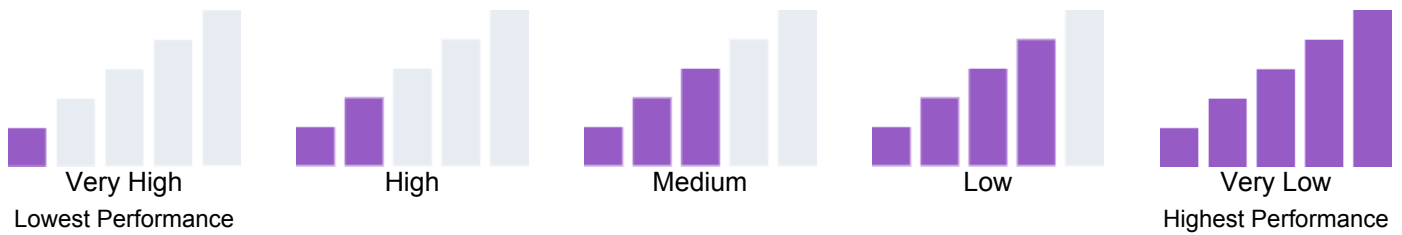
1. Based on the data, chronic absenteeism appears to be an area of concern for our Asian, Hispanic and White students. Our School Attendance Review Team (SART) will analyze absenteeism by these student populations to see if there are patterns and what steps to take to help support families to decrease the amount of days missed.
2. Based on the data, chronic absenteeism continues to be an area of concern for our Students with Disabilities. Our SART will analyze absenteeism by this student group to determine if our data is reflective of the group as a whole, or if it is a few students with chronic medical conditions. Administration and special education specialists will also be collaborating with families to support increasing daily attendance.
3. The Socioeconomically Disadvantaged student group represented more than half of our overall student population being chronically absent. This will be an area of focus with our SART process.

School and Student Performance Data

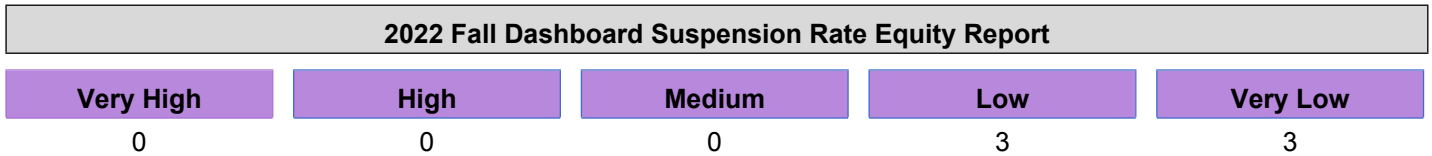
Conditions & Climate Suspension Rate

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

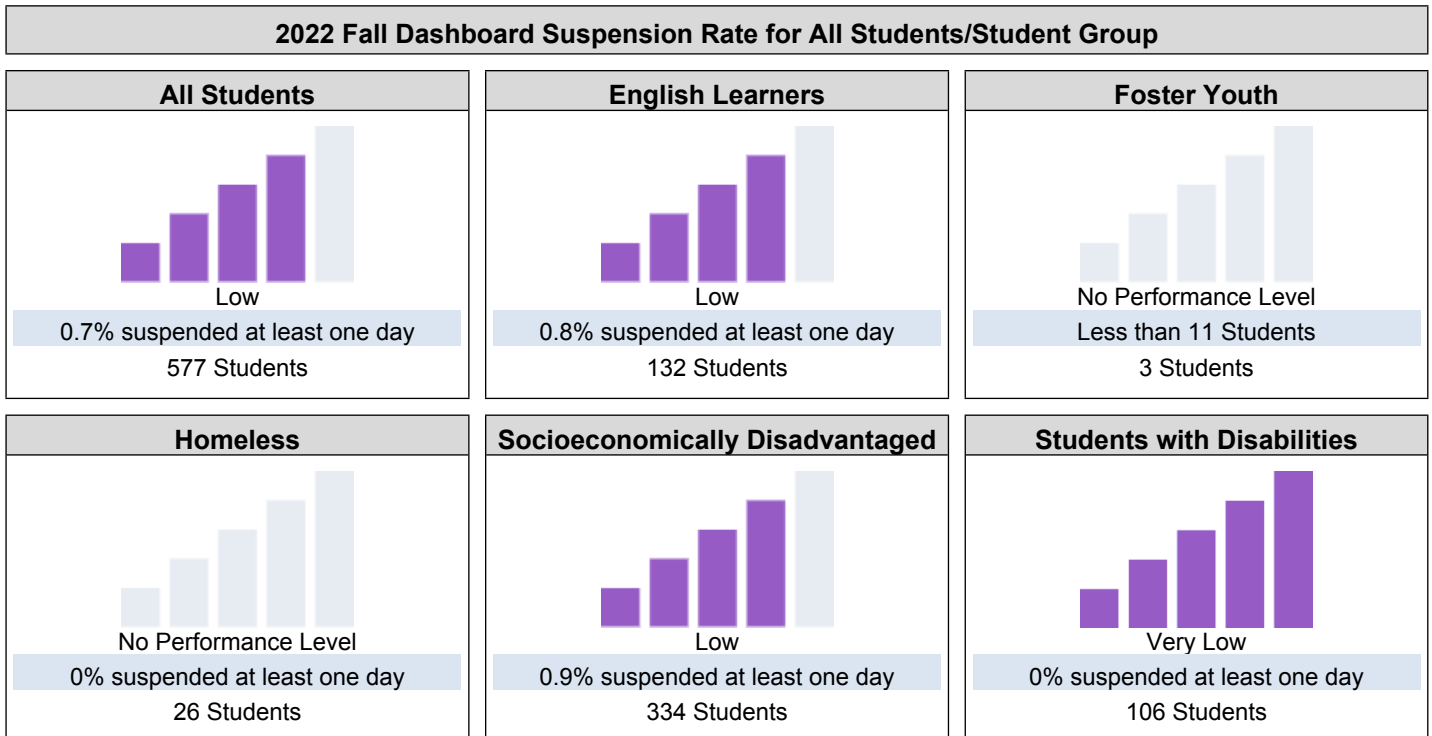
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



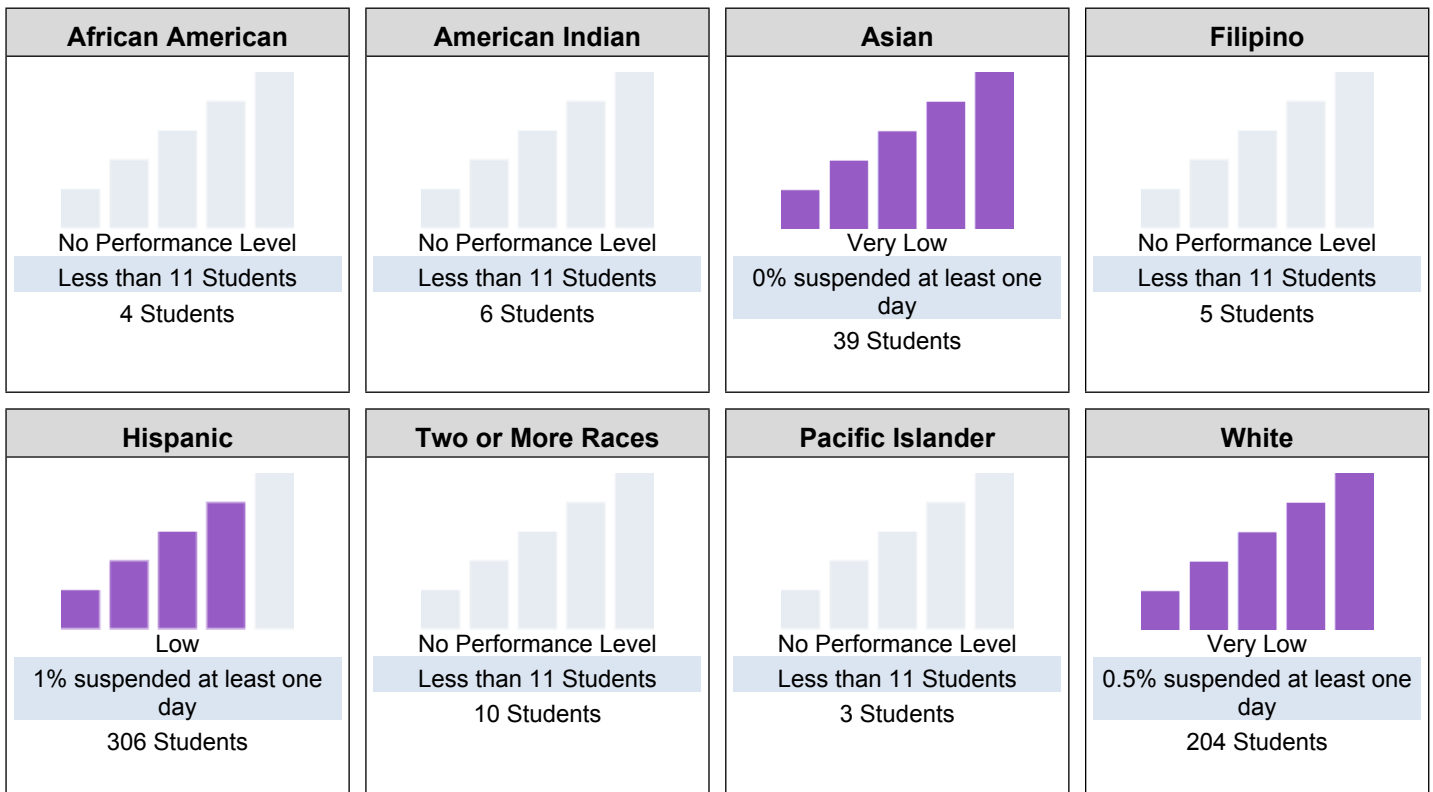
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Restorative practices will continue to be used as an alternative to suspensions.
2. Continue to monitor students through MTSS with preventative behavioral supports for students who have been suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Goal 1

Engaging the PreK-grade 6 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below, Winter to Winter DRA data increased by 4%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Winter 2022 to Winter 2023 MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and both Eureka pacing guides are needed at all grade levels

Winter 2022 to Winter 2023 MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support with an emphasis on how the ELA standards shift from primary grades to intermediate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year	2020-21 Baseline: 63% of TK-2nd grade students met or exceeded all benchmarks on the 20-21 third trimester District Reading Assessment (DRA). During 21-22 Trimester 2 DRA data indicates that 56% of TK-	2023-2024 70% of all K-2nd grade students will met or exceed all benchmarks on the DRA Tri 2.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2nd grade students met or exceeded all benchmarks.</p> <p>Actual Outcome: During 22-23 Trimester 2, 60% of K-3rd grade students met or exceeded all benchmarks on District Reading Assessment (DRA).</p>	
<p>The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Math on the winter MAP assessment will increase at least 5% each year.</p>	<p>2020-21 Baseline: 31% of 1st-6th grade students met or exceeded the 60th percentile in Math on the Spring 2021 MAP assessment.</p> <p>2021-2022: 38% met or exceeded the 60th percentile in Math for the Winter MAP assessment.</p> <p>Actual Outcome: During the 22-23 Winter MAP assessment, 39% of 1st-6th grade students met or exceeded the 60th percentile in Math.</p>	<p>At least 44% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Math on the Winter 2024 MAP assessment.</p>
<p>The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Reading on the winter MAP assessment will increase at least 5 percent each year.</p>	<p>2020-21 Baseline 40% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the spring 2021 MAP assessment.</p> <p>2021-2022: 51% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the Winter 2022 MAP assessment.</p> <p>Actual Outcome: During the 22-23 Winter MAP assessment, 45% of all 1st-6th grade students met or exceeded the 60th percentile in Reading.</p>	<p>At least 50% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Reading on the Winter 2024 MAP assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>2019 CA Dashboard- Mathematics All students: GREEN, 2.9 points above standard White: GREEN, 32.6 points above standard Hispanic: YELLOW, 19.6 points below standard Socioeconomically Disadvantaged: YELLOW, 19.3 points below standard Students with Disabilities: ORANGE 80.7 points below standard All English Learners: YELLOW 24.2 points below standard</p> <p>2020 Data: Not reported</p> <p>2021-2022 Dashboard - Mathematics All students: Low, 29.1 points below standard White: Medium, 4.6 points below standard Hispanic: Low, 50.3 points below standard Socioeconomically Disadvantaged: Low, 42.3 points below standard Students with Disabilities: Low, 90.1 points below standard English Learners: Low, 54.8 points below standard</p>	<p>All students: Mathematics All students: Low, 24.1 points below standard White: High, 0.4 points above standard Hispanic: Low, 45.3 points below standard Socioeconomically Disadvantaged: Low, 37.3 points below standard Students with Disabilities: Low, 85.1 points below standard English Learners: Low, 49.8 points below standard</p>
<p>All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.</p>	<p>Fall 2019 CA Dashboard- ELA All students: GREEN, 14.9 points above standard White: GREEN, 44.9 points above standard Hispanic: ORANGE, 8.3 points below standard Socioeconomically Disadvantaged: ORANGE, 7.2 points below standard Students with Disabilities: ORANGE, 59.6 points below standard</p>	<p>All students: ELA All students: Low, 3.0 points below standard White: High, 7.9 points above standard Hispanic: Low, 21.3 points below standard Socioeconomically Disadvantaged: Low, 18.3 points below standard Students with Disabilities: Very Low, 75.3 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All English Learners: ORANGE, 9.1 points below standard</p> <p>2020 Data: Not reported</p> <p>2021-2022 Dashboard - ELA All students: Low, 8.0 points below standard White: High, 12.9 points above standard Hispanic: Low, 26.3 points below standard Socioeconomically Disadvantaged: Low, 23.3 points below standard Students with Disabilities: Very Low, 80.3 points below standard English Learners: Low, 41.3 points below standard</p>	<p>English Learners: Low, 36.3 points below standard</p>
<p>The participation rate of 3rd-6th grade students on IEPs taking the Math and ELA CAASPP will meet or exceed 95%.</p>	<p>2019 CA Dashboard indicated that students on IEPs taking the Math and ELA CAASPP was 99% for each content area.</p> <p>2020 Data: Not reported.</p> <p>2021-2022 Dashboard indicated that 96% of students on IEPs participated in the Math and ELA CAASPP</p>	<p>The participation rate of 3rd-6th grade students on IEPs taking the Math and ELA CAASPP be maintained at 99%</p>
<p>English Learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.</p>	<p>The fall 2019 CA Dashboard indicates that English Learner Progress was 53.1%.</p> <p>2020 Data: Not reported</p> <p>Actual Outcome The 2022 Fall Dashboard indicates that English Learner Progress was 47.9%</p>	<p>Increase the percentage of English Learner Progress to at least 52.9%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner reclassification rate will increase at least 1% each year.	<p>The 2019-2020 reclassification rate was 4.7%</p> <p>The 2021-2022 reclassification rate was 28%</p>	Increase the English Learner reclassification rate to at least 29%
Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.	<p>2020-21 Baseline Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was 100%</p> <p>Actual Outcome Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was maintained at 100%.</p>	Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.
Students utilizing technological resources in order to support academic growth will be maintained at 100%	<p>2020-21 Baseline Students utilizing technological resources in order to support academic growth was 100% for 2020-2021</p> <p>Actual Outcome Students utilizing technological resources in order to support academic growth was maintained at 100%.</p>	Students utilizing technological resources in order to support academic growth will be maintained at 100%
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%	<p>2020-21 Baseline Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice was 100% during 2020-2021.</p> <p>Actual Outcome Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and</p>	Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	teaching practice was maintained at 100%.	
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.	<p>2020-21 Baseline Parents of unduplicated students were represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs</p> <p>Actual Outcome Parents of unduplicated students were represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.</p>	Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.
Parent CalSCHLS survey will be completed by a minimum of 150 families with an increase of 10% each year.	<p>2020-21 Baseline 148 parents responded to the 2021 Parent CalSCHL survey.</p> <p>77 families completed the Parent CalSCHL survey for the 2021-2022 school year.</p> <p>Actual Outcome: 70 families completed the Parent CalSCHL survey for the 2022-2023 school year.</p>	Parent CalSCHL survey will be completed by a minimum of 77 families.
Parent use of the SIS ParentVUE will increase by 10% annually.	<p>Baseline During the 21-22 school year the rate of parent usage of ParentVUE was 56%.</p> <p>During the 22-23 school year the rate of parent usage of ParentVUE was 79%.</p>	Increase the parent usage of ParentVUE rate to 89%.
Facilities Inspection Tool (FIT) rating provided by the CDE will	2020-21 Baseline River Oaks has a current rating of FAIR.	River Oaks will maintain its rating of GOOD.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
be increased and maintained at "GOOD" for all sites.	2021-22 River Oaks has a current rating of GOOD Actual Outcome: 2022-2023 River Oaks has a current rating of GOOD	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue certificated K-6 staffing to implement high quality K-3 reading instruction with class size reduction. Mentor teachers will support general education and special education intern teachers. Admin will collaborate with intern college support providers and coaches.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
75,753.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
10,710.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
29,462.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
53,447.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fall 2022 MAP scores will be used to set growth goals for students in reading and math. Teachers will determine if students need to make a year's growth or more than a year's growth. Progress towards meeting these goals will be shared with parents and students after the winter/spring 2023 testing windows. Teachers will determine if students met their individual growth goals based on winter/spring 2023 MAP scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600.00

LCFF - Supplemental
4000-4999: Books And Supplies
Student Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students grades 3-6

Strategy/Activity

SBAC reports will be shared with staff, students, and parents to monitor growth from 2022 to 2023.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Professional development with adopted ELD curriculum will be provided. School-wide focus will be on integrated ELD lessons and instructional strategies. EL students will receive a minimum of 150 minutes per week of ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries ELAC Meetings
1,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELPAC support

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All K-4 students will receive whole group SIPPS reading instruction daily. All K-3 students not reading at grade level will have a daily intervention group in addition to their SIPPS instruction. Implement small group reading instruction for students in 4th-6th grades that are not reading on grade level. Intervention data will be recorded and monitored by classroom teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,156.00	Title I 4000-4999: Books And Supplies SIPPS Materials
34.77	Title I 4000-4999: Books And Supplies Read Alouds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will increase learner support in the area of math through the use of instructional assistants. The leadership team will develop curriculum-based consistencies for every grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All staff will participate in high quality professional development opportunities for implementation of curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math instruction and learner progress will be monitored and evaluated through classroom observations, module pacing, and assessment scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site funds will be used to purchase NGSS supplies and supplemental curriculum, as well as NGSS professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCFF - Supplemental
4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site funds will be used to support online learning to differentiate instructional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7276.00	LCFF - Supplemental 4000-4999: Books And Supplies Accelerated Reader
2344.80	LCFF - Supplemental 4000-4999: Books And Supplies Discovery Education
600.00	LCFF - Supplemental 4000-4999: Books And Supplies Starfall
2,500.00	LCFF - Supplemental 4000-4999: Books And Supplies Zearn

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Classroom observations will be completed as determined by the current evaluation plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Synergy ParentVUE will be used to communicate students' progress to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SPSA goals and data will be shared with all stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan has been developed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology equipment to support access to educational resources

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1533.51	Title I 5000-5999: Services And Other Operating Expenditures Projector
256.70	Title I 4000-4999: Books And Supplies Audio equipment

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Results of the 2022 state assessments reflected positive growth in some areas of mathematics and a slight decrease in the area of English Language Arts. Last year was our first year back in school after distance learning and we are progress was made in certain areas.

MAP Reading and Mathematics and DRA Fall to Winter data shows growth. When comparing data in these areas Winter to Winter, there are increases and decreases. We will continue to work to building back systems following the pandemic. Improving chronic attendance with ongoing systems of support will be crucial towards meeting the needs of diverse learners. Through intervention and access to a wide range of unique academic opportunities will result in the growth toward our target metrics.

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. While we met many aspects of the stated goal, we will continue to allocate funds to provide access to professional development for staff for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

The goal and strategies/activities will continue in 2023-2024.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Whole Learner Development

LEA/LCAP Goal

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Goal 2

Promoting K-6 whole learner development through social and emotional learning (SEL) opportunities in a variety of environments.

Identified Need

Based on the data below, a key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions.

Chronic Absenteeism: 23% in the 2021-22 school year. The 2021-22 school year included 3 suspensions and 1 expulsion.

Chronic Absenteeism: 47.5% in the 2022-23 school year. The 2022-2023 school year included 5 suspensions and 0 expulsion.

On the most recent CalSCHLS grades 5-8 student Survey:

Students who felt sad/depressed showed a decrease from 2021-2022 to 2022-2023 survey results. Students also felt the anti-bullying climate increased from the previous year. However, students still express a high motivation to learn while having a high level of boredom at school, particularly in the 5th grade cohort.

Social Emotional Learning (SEL): All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make SEL a priority and integrated throughout the school day.

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will increase to 96% or greater.	Baseline: (CALPADS) The 2018-19 daily attendance = 95%	The daily attendance will be at 96% or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>The 2022-April 2023 daily attendance = 92.67%</p> <p>Actual Outcome: The 2022-2023 daily attendance % = TBD</p>	
<p>Chronic Absenteeism will decrease by 5% or greater for every student group.</p>	<p>Baseline Fall 2019 CA Dashboard - Chronic Absenteeism All students: ORANGE, 10.6% White: ORANGE, 11.4% Hispanic: ORANGE, 10.8% Socioeconomically Disadvantaged: ORANGE, 12% Students with Disabilities: RED, 21.4% All English Learners: color, 11.7%</p> <p>The 2021-2022 chronic absenteeism (District SIS Data): All students: Very High, 47.5% White: Very High, 45.3% Hispanic: Very High, 51.8% Socioeconomically Disadvantaged: Very High, 53.9% Students with Disabilities: Very High, 60.2% All English Learners: Very High, 47.7%</p>	<p>The chronic absenteeism rate will be 5% or less. All students: Very High, 42.5% White: Very High, 40.3% Hispanic: Very High, 46.8% Socioeconomically Disadvantaged: Very High, 48.9% Students with Disabilities: Very High, 55.2% All English Learners: Very High, 42.7%</p>
<p>The suspension rate will decrease by 0.1% or greater for every student group.</p>	<p>Baseline Fall 2019 CA Dashboard- Suspension All students: YELLOW, 0.8% White: GREEN, 0.9% Hispanic: YELLOW, 0.7% Socioeconomically Disadvantaged: ORANGE, 1.1% Students with Disabilities: ORANGE, 2.5% All English Learners: BLUE 0%</p>	<p>The suspension rate will decrease by 0.1% All students: Very Low, 0.6% All English Learners: Low, 0.7% Socioeconomically Disadvantaged: Low, 0.8% Students with Disabilities: Very Low, 0.0% Hispanic: Low, 0.9% White: Very Low, 0.4%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(District SIS Data) The 2021-2022 suspension rate All Students: Low, 0.7% English Learners: Low, 0.8% Socioeconomically Disadvantaged: Low, 0.9% Students With Disabilities: Very Low, 0.0% Hispanic: Low, 1% White: Very Low, 0.5%	
The expulsion rate will remain at 0%	Baseline The 2020-2021 expulsions = 0 The 2021-2022 expulsions = 1 The 2022-2023 expulsions = 0	The expulsion rate will decrease to 0%
The percentage of parents responding "Strongly Agree" on the annual CalSCHLs Survey will increase at least 5%.	Baseline 2020-21 Based on parent responses on the 2020-2021 CalSCHLs Survey, 39% - the school encourages them to be an active partner. 45% - the school promotes academic success for all students. 45% - the school is a safe place for their child. 46% - the school treats students with respect Based on parent responses on the 2021-22 CalSCHLs Survey, 33% - the school encourages them to be an active partner. 37% - the school promotes academic success for all students. 42% - the school is a safe place for their child. 42% - the school treats students with respect. Actual Outcome 2022-23 36% - the school encourages them to be an active partner.	41% of the respondents "strongly agree" that the school encourages them to be an active partner. 50% of respondents "strongly agree" that the school promotes academic success for all students. 43% of respondents "strongly agree" that the school is a safe place for their child. 47% of respondents "strongly agree" that the school treats students with respect.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>45% - the school promotes academic success for all students.</p> <p>38% - the school is a safe place for their child.</p> <p>42% - the school treats students with respect.</p>	
<p>The percentage of students in grades 5-6 responding "yes, most or all of the time" on the annual CalSCHLs Survey will increase at least 5%.</p>	<p>Baseline 2020-21 Based on student responses on the 2020-2021 CalSCHLs Survey, 80% of 5th graders and 77% of 6th graders responded that they feel connected to the school. 77% of 5th graders and 82% of 6th graders responded that they experience academic motivation. 77% of 5th graders and 67% of 6th graders responded that there are caring adults in school. 37% of 5th graders and 43% of 6th graders responded that they have meaningful participation in school. 85% of the 5th graders and 71% of the 6th graders responded that there are SEL supports at school. 86% of 5th graders and 80% of 6th graders feel safe at school based on their responses.</p> <p>2021-22 Based on student responses on the 2021-2022 CalSCHLs Survey, 75% of 5th graders and 66% of 6th graders responded that they feel connected to the school. 81% of 5th graders and 79% of 6th graders responded that they experience academic motivation.</p>	<p>80% of 5th graders and 71% of 6th graders responded that they feel connected to the school. 89% of 5th graders and 88% of 6th graders responded that they experience academic motivation. 74% of 5th graders and 74% of 6th graders responded that there are caring adults in school. 81% of the 5th graders and 69% of the 6th graders responded that there are SEL supports at school. 91% of 5th graders and 78% of 6th graders feel safe at school based on their responses.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>78% of 5th graders and 65% of 6th graders responded that there are caring adults in school.</p> <p>76% of the 5th graders and 64% of the 6th graders responded that there are SEL supports at school.</p> <p>76% of 5th graders and 66% of 6th graders feel safe at school based on their responses.</p> <p>Actual Outcome Based on student responses on the 2022-2023 CalSCHLs Survey, 72% of 5th graders and 66% of 6th graders responded that they feel connected to the school.</p> <p>84% of 5th graders and 83% of 6th graders responded that they experience academic motivation.</p> <p>69% of 5th graders and 69% of 6th graders responded that there are caring adults in school.</p> <p>71% of 5th graders and 71% of the 6th graders responded that there are SEL supports at school.</p> <p>86% of 5th graders and 73% of 6th graders feel safe at school based on their responses.</p>	
<p>At least 65% of the students served in summer school 21/22 will be students from our unduplicated student groups (low SES, EL, foster)</p>	<p>Baseline Unduplicated student group participation for summer of 2021 is 67.6%</p> <p>Outcome summer 2022: Unduplicated student group participation for summer of 2022 is 79%</p>	<p>At least 65% of the students served in Extended Learning after school and/or summer are students from our unduplicated student groups (low SES, EL, foster)</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support staff, parents, and students in using strengths-based talent information and motivation data (CalSCHLS) to address whole child learning and motivation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The attendance secretary and administration will work together in using Synergy to monitor student attendance. The SART committee will meet to support targeted chronic absentee families. The district's SARB procedures will be implemented. Reward systems are in place to motivate students to attend school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300.00

LCFF - Supplemental
4000-4999: Books And Supplies
Student Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Wellness Committee will meet at least once per trimester to monitor the Wellness Action Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will participate in at least one service learning opportunity annually.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000.00

LCFF - Supplemental
4000-4999: Books And Supplies
Service Learning Projects

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended Day will be available to those students not meeting grade level standards. After school expanded learning will be available to students based on criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SEL curriculum, Second Step supplemental materials, visuals, posters

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250.00

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Second Step Resources

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

River Oaks classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. River Oaks met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2023-2024 to provide staff with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$70,325.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,223.78

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$59,427.98
Title I Part A: Parent Involvement	\$500.00
Title III	\$10,710.00

Subtotal of additional federal funds included for this school: \$70,637.98

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$121,585.80

Subtotal of state or local funds included for this school: \$121,585.80

Total of federal, state, and/or local funds for this school: \$192,223.78

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	129,238.00	7,652.20
Title I Part A: Parent Involvement	1,216.00	716.00
Title I	58,399.00	-1,028.98
Title III	10,710.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	121,585.80
Title I	59,427.98
Title I Part A: Parent Involvement	500.00
Title III	10,710.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,500.00
2000-2999: Classified Personnel Salaries	169,372.00
4000-4999: Books And Supplies	19,818.27
5000-5999: Services And Other Operating Expenditures	1,533.51

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	105,215.00

4000-4999: Books And Supplies	LCFF - Supplemental	15,370.80
2000-2999: Classified Personnel Salaries	Title I	53,447.00
4000-4999: Books And Supplies	Title I	4,447.47
5000-5999: Services And Other Operating Expenditures	Title I	1,533.51
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500.00
2000-2999: Classified Personnel Salaries	Title III	10,710.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,673.78
Goal 2	1,550.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Tina Homdus	Principal
Pam Margiott	Classroom Teacher
Dani Wildermuth	Classroom Teacher
Alyson Willey	Classroom Teacher
Ashley George	Parent or Community Member
Diana Beckworth	Parent or Community Member
Joe King	Parent or Community Member
Rosa Soria	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:

Principal, Tina Homdus on 5/23/23

SSC Chairperson, Alyson Willey on 5/23/23

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oaks Elementary School	34 67348 6033310	May 22, 2023	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions/activities to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement 11
- Resource Inequities 11
- School and Student Performance Data 12
 - Student Enrollment..... 12
 - CAASPP Results..... 14
 - ELPAC Results 18
 - Student Population 22
 - Overall Performance 24
 - Academic Performance 26
 - Academic Engagement 31
 - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
 - Goal 1..... 35
 - Goal 2..... 51
- Budget Summary 63
 - Budget Summary 63
 - Other Federal, State, and Local Funds 63
- Budgeted Funds and Expenditures in this Plan 64
 - Funds Budgeted to the School by Funding Source..... 64
 - Expenditures by Funding Source 64
 - Expenditures by Budget Reference 64
 - Expenditures by Budget Reference and Funding Source 64
 - Expenditures by Goal..... 65
- School Site Council Membership 66

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Student Survey: The results of the most recent CalSCHLS survey (2022-2023) noted some positive feelings that our 5th and 6th grade shared about Valley Oaks: For "School Engagement and Supports", over 75% of our students reported to Agree/Strongly Agree that 1) they felt motivated academically, 2) over 83% said they felt adults had high expectations for them, and 3) over 74% felt that there were social and emotional learning supports for them at school. For "School Safety", over 84% of students feel safe 1) on their way to/home from school, and 2) over 71% feel that there is an Anti-Bullying climate at the school. In the area of "School Disciplinary Environment", over 88% of students felt like the rules are clear, and over 75% of students felt like they are treated with respect. While still above the state average, an area for improvement is the area of "Meaningful Participation at School", where just 38% of students responded "Yes, most of the time", or "Yes, all of the time" to questions related to if they felt they had meaningful participation at school.

Parent Survey: The most recent CalSCHLS surveys conducted during the 2022-2023 school year revealed very positive aspects of parent sentiment toward Valley Oaks: For "Parental Involvement", 98% of parents Agree/Strongly agree that Valley Oaks "encourages me to be an active partner with the school in educating my child," and 91% of parents Agree/Strongly agree that "Parents feel welcome to participate at this school". In the area of "School Supports for Students", 91% of parents Agree/Strongly Agree that Valley Oaks "has adults who really care about students", and 90% of parents Agree/Strongly Agree that Valley Oaks "promotes academic success for all students." In the area of "Fairness, Rule Clarity and Respect for Diversity", 87% of parents Agree/Strongly agree that Valley Oaks gives all students opportunities to "make a difference" by helping other people, the school, or the community, 93% of parents Agree/Strongly Agree that Valley Oaks is a supportive and inviting place for students to learn, and 92% of parents feel that Valley Oaks is a safe place for their child. In the area of "Facilities", 90% of parents Agree/Strongly Agree that Valley Oaks "has clean and well-maintained facilities/properties".

School Staff Survey: The most recent CalSCHLS survey conducted during the 2022-2023 school revealed very high levels of agreement among Valley Oaks Staff. In the area of "Student Developmental Supports and Opportunities", over 90% of all staff Agree or Strongly Agree to the following: 1) Adults really care about every student, 2) Adults believe that every student can be a success, 3) Adults listen to what students have to say, 4) Adults want every student to do their best, 5) That the school gives all students equal opportunity to participate in classroom discussions or activities, 6) That the school encourages students to feel responsible for how they act, that students are taught that they can control their own behavior, and that the school encourages students to care about how others feel. In the area of School Safety, over 82% of Valley Oaks staff Agree/Strongly Agree that the school is a safe place for students. Finally, over 94% of Valley Oaks staff Agree/Strongly Agree that 1) Students know what the rules are and 2) The school rules are fair at Valley Oaks. An area for us to take a look at comes from teacher responses to "student depression or other mental health issues are a problem" - 55% reported it as a mild problem and 21% reported it as a moderate problem.

Classroom Observations

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

All teachers at Valley Oaks are observed and given feedback at least two (2) times each school year. These are typically 10-15 minute observations. Additionally, teachers who are in their first two (2) years of teaching and teachers who are in their evaluation year have up to six (6) of the 10-15 minute observations, as well as longer, more formal 30+ minute observations, with end-of-year evaluations. A Teacher Self-Evaluation Model is used again with teachers who volunteer and have positive ratings in their previous evaluation cycle(s).

All classrooms are visited by site administration in informal walkthroughs during the entire school year, with an emphasis on observing student engagement and excellent teaching practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Valley Oaks Elementary School staff members have conducted comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Our goal is to have all of our students reading at grade level by the end of third grade. The belief is that literacy, first and foremost, affects all aspects (or subjects) in education. In order to achieve this, heavy emphasis has been placed on 1) Strong instruction in Early Literacy in Grades K-3, and 2) High Quality/Quantity Reading Practice (Accelerated Reader) for Grades 2-6. Site funds are used to hire/train paraprofessionals (Instructional Assistants) who work together with classroom teachers to give personalized reading instruction and interventions to students in small groups. Students who do not meet reading benchmarks receive additional instructional in small groups, in their area of need. Teachers and administration meet together in Academic Conferences throughout the year to evaluate student progress. Local assessments, as well as MAP assessments and SBAC data are used to help with the evaluation of student progress. Furthermore, teachers (and IAs) share student progress with administration on a regular basis (monthly minimum), to monitor progress. For students who continue to struggle, teachers will recommend a student to the Multi-Tiered System of Support (MTSS) Team, who meet on a monthly basis, and where the struggles are discussed and interventions are put in place. Parents are made aware of student progress through regular contact by the teachers (Class Dojo, SeeSaw, Remind, etc.) and through PLP Check-In Conferences, Parent/Teacher/Student Conferences, and Student Success Team (SST) meetings.

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

The Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and site-based Intervention TOSAs, establish learning goals and outcomes/expectations in the areas of ELA & Mathematics. TOSAs and other district/county personnel provide professional development and support the implementation of the California Common Core State Standards (CCSS), in the areas of English Language Arts and Mathematics. Teachers use the assessments included in the district-adopted ELA curriculum and the Math curriculum to monitor student progress. Based on the results of these assessments, teachers are able to modify their instruction to meet the needs of their students, giving additional support to those who need it.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Valley Oaks Elementary meet all "Highly Qualified" teacher requirements.

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

Valley Oaks will utilize services of the district in advertising for any vacancies that may occur at the school. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview. All teachers have participated in district-wide and grade-level-span specific professional development with the ELA adoption. Additionally, there have been multiple trainings for the Benchmark ELD (Integrated and Designated) given to staff at Valley Oaks. Instructional Aides and selected teachers have also participated in training and/or refresher courses in the areas of Early Literacy instruction (SIPPS) and intervention strategies. Furthermore, selected teachers were trained in Next Generation Science Standards and serve as grade-level and site-level resources for training in teaching science to our students.

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

Curriculum Coaches provide professional development and support the implementation of the California CCSS. The focus for professional development is structured to prepare staff for the continued implementation of the California CCSS, the Next Generation Science Standards (NGSS), and district/school focus areas. The Galt Joint Union Elementary School District (GJUESD) district and site administrators (principals), and teacher leaders (academic coaches) participate in professional development in order to ensure that all teachers are supported in the transition. Technology tools are also utilized to implement and support the CCSS.

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

Principals are primarily responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by administrative referral or on a voluntary basis. Teacher "mentors" will provide support beyond coaching by administrative or other staff to new staff members. District instructional coaches are also utilized to provide support, suggestions, and ideas for teachers at all grade levels.

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

The grade-level Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, will establish learning goals and outcomes/expectations for ELA, Mathematics, and Science. PLCs meet on a weekly basis to review data, review assessments and curriculum, and engage in CCSS-based planning. They share their notes weekly with site administration and feedback is shared between the groups.

Teaching and Learning

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

Curriculum, instruction, and instructional materials are all aligned with the California Common Core State Standards.

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

Instructional minutes for reading/language arts and mathematics adhere to recommended guidelines. Teachers submit their daily schedules to administration that reflect the appropriate instructional minutes. Additionally, to show our commitment to quality reading practice, each teacher in Grades 2-6, has a minimum of 15-20 minutes scheduled, each day, for students to practice independent reading in their Zone of Proximal Development (ZPD).

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

Grade level PLCs have some flexibility with lesson pacing in order to meet the personalized needs of each learner. There are pacing guides that are created by district curriculum coaches, with input from teachers and administration. Teachers follow these pacing guides to the best of their abilities, using the input and their experience teaching the lessons as a means of helping all students, including providing intervention opportunities for those students who are shown to need it.

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

Eureka Math (CCSS) materials are provided by the school district for all students in grades K-6. For ELA, the school district and Valley Oaks is in the sixth year of implementation of Common Core Standards-based English Language Arts materials, using Benchmark Advance as both the ELA/ELD curriculum. School funds are used to purchase supplemental instructional materials.

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

All K-6 teachers are using the Eureka Math and Benchmark ELA/ELD adopted materials during the 2022-2023 school year. Administrators monitor the implementation of the district standards-based curriculum through classroom observations and the teacher evaluation process.

Opportunity and Equal Educational Access

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

Students not making adequate growth will receive assistance in the classroom through differentiated instruction and support from Instructional Assistants (IA), Bilingual Instructional Assistants (BIA), and online courseware. The IAs and BIAs support learner growth through focused small group work in the areas of literacy (reading/writing) and mathematics. After-school supports are also available through site-based Acceleration Block programs, the ASES program, and the BFLC - via clubs and mentoring programs.

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, specialists, and site-based Intervention TOSAs. These meetings can result in continued or new interventions and/or strategies, a meeting with parents, and/or recommendations for additional assessments of the student.

Evidence-based educational practices to raise student achievement

Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Benchmark ELD training has been provided to all teachers, and refreshers are given regularly, as necessary, to support instruction in the area of English Language Development throughout the day in the form of Integrated ELD and Designated ELD. Additionally, IAs continue to provide a large portion of their assistance working with students in grades K-3 on early literacy skills, using research-based interventions such as SIPPS. Online educational programs also target students in their personal areas of need, providing both instruction and practice for each student, in ELA and Math, according to their needs.

Parental Engagement

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

Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of Valley Oaks's educational program. Students not making growth or making minimal growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

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

School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The ELAC, made up of parents of students learning English, and facilitated by a faculty member and administration, advises the school on the program for English Learner students. The school elects a School Site Council to develop this School Plan and budget in order to meet the needs of the school. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

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

Instructional Assistants and Bilingual Instructional Assistants are provided through Title I and Supplemental/Concentration funding. Services provided include support in the area of reading and math instruction and intervention. Students not meeting academic standards benefit from the personnel, services, and materials that these funds provide.

Fiscal support (EPC)

****SEE FUNDING ATTACHED TO GOALS/ACTIONS:** Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and the overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Valley Oaks seeks the input and advice of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) in reviewing, revising, and establishing goals and actions for the SPSA. Meetings are generally held throughout the school year, in which the committees review the previous year's plan, give suggestions for the new year's plan, and review the draft of the SPSA before final approval.

Resource Inequities

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

No resource inequities have been identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	69	62
Grade 1	62	67	68
Grade 2	86	60	68
Grade3	79	69	67
Grade 4	77	81	72
Grade 5	69	87	80
Grade 6	85	70	87
Total Enrollment	530	503	504

Conclusions based on this data:

1. Enrollment at Valley Oaks remained relatively steady in 2022-2023.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	261	255	241	49.20%	50.7%	47.8%
Fluent English Proficient (FEP)	35	28	35	6.6%	5.6%	6.9%
Reclassified Fluent English Proficient (RFEP)	21	27	39	4.0%	5.4%	7.7%

Conclusions based on this data:

1. The percentage of English Learners in 22/23 decreased slightly from 21/22.
2. The number and percentage of Fluent English Proficient students increased from 21/22 to 22/23.
3. The number and percentage of students Reclassified Fluent Proficient steadily increased over the last 3 years

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	69		0	61		0	61		0.0	88.4	
Grade 4	75	80		0	79		0	79		0.0	98.8	
Grade 5	63	88		0	87		0	87		0.0	98.9	
Grade 6	80	70		0	66		0	66		0.0	94.3	
All Grades	295	307		0	293		0	293		0.0	95.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2374.			6.56			26.23			18.03			49.18	
Grade 4		2411.			5.06			15.19			26.58			53.16	
Grade 5		2457.			10.34			21.84			26.44			41.38	
Grade 6		2511.			12.12			28.79			30.30			28.79	
All Grades	N/A	N/A	N/A		8.53			22.53			25.60			43.34	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84			62.30			27.87	
Grade 4		7.59			63.29			29.11	
Grade 5		11.49			59.77			28.74	
Grade 6		12.12			62.12			25.76	
All Grades		10.24			61.77			27.99	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.92			45.90			49.18	
Grade 4		5.06			50.63			44.30	
Grade 5		8.05			56.32			35.63	
Grade 6		12.12			57.58			30.30	
All Grades		7.51			52.90			39.59	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.56			73.77			19.67	
Grade 4		5.06			72.15			22.78	
Grade 5		5.75			67.82			26.44	
Grade 6		15.15			65.15			19.70	
All Grades		7.85			69.62			22.53	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.20			60.66			31.15	
Grade 4		2.53			72.15			25.32	
Grade 5		13.79			55.17			31.03	
Grade 6		19.70			65.15			15.15	
All Grades		10.92			63.14			25.94	

Conclusions based on this data:

1. As of 2021/2022, Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for English Language Arts/Literacy on the CAASP.
2. As of 2021/2022, 31% of all students met/exceeded the grade level standard in English Language Arts.
3. As of 2021/2022, Research/Inquiry was the area of English Language Arts/Literacy in which Valley Oaks students achieved the best results (% of students Above and At or Near Standard).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	77	69		0	66		0	66		0.0	95.7	
Grade 4	75	80		0	79		0	79		0.0	98.8	
Grade 5	63	87		0	87		0	86		0.0	100.0	
Grade 6	80	70		0	69		0	69		0.0	98.6	
All Grades	295	306		0	301		0	300		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.			9.09			22.73			22.73			45.45	
Grade 4		2418.			1.27			16.46			34.18			48.10	
Grade 5		2429.			6.98			9.30			13.95			69.77	
Grade 6		2506.			14.49			21.74			28.99			34.78	
All Grades	N/A	N/A	N/A		7.67			17.00			24.67			50.67	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.15			46.97			37.88	
Grade 4		5.06			46.84			48.10	
Grade 5		5.81			29.07			65.12	
Grade 6		15.94			44.93			39.13	
All Grades		10.00			41.33			48.67	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.61			40.91			48.48	
Grade 4		3.80			46.84			49.37	
Grade 5		6.98			43.02			50.00	
Grade 6		10.14			57.97			31.88	
All Grades		7.67			47.00			45.33	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09			68.18			22.73	
Grade 4		2.53			50.63			46.84	
Grade 5		3.49			41.86			54.65	
Grade 6		11.59			66.67			21.74	
All Grades		6.33			55.67			38.00	

Conclusions based on this data:

1. As of 2021/2022, Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for Mathematics on the CAASP.
2. As of 2021/2022, 25% of all students Met/Exceeded Standard in Overall Achievement for Mathematics on the CAASP.
3. As of 2021/2022, Communicating Reasoning (Demonstrating ability to support mathematical conclusions) was the area of Mathematics in which Valley Oaks students achieved the best results (62% of students Above and At or Near Standard).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1432.0	1396.1		1442.9	1407.6		1406.4	1369.1		41	38	
1	1455.5	1461.9		1467.3	1478.8		1443.3	1444.6		33	35	
2	1480.9	1487.2		1487.9	1485.8		1473.6	1488.0		27	31	
3	1494.6	1458.7		1508.1	1461.9		1480.6	1455.1		43	28	
4	1523.4	1508.5		1532.1	1514.0		1514.1	1502.4		45	43	
5	1535.4	1523.1		1533.3	1514.7		1536.9	1530.9		36	39	
6	1515.4	1547.0		1517.1	1549.0		1513.3	1544.4		24	33	
All Grades										249	247	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.51	5.26		26.83	26.32		39.02	42.11		14.63	26.32		41	38	
1	12.90	8.57		51.61	48.57		16.13	28.57		19.35	14.29		31	35	
2	11.11	19.35		48.15	48.39		29.63	19.35		11.11	12.90		27	31	
3	16.28	3.57		44.19	21.43		34.88	46.43		4.65	28.57		43	28	
4	26.67	13.95		35.56	55.81		24.44	23.26		13.33	6.98		45	43	
5	25.71	23.08		42.86	35.90		25.71	30.77		5.71	10.26		35	39	
6	8.33	42.42		37.50	39.39		41.67	3.03		12.50	15.15		24	33	
All Grades	18.29	16.60		40.24	40.08		30.08	27.53		11.38	15.79		246	247	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.71	10.53		26.83	28.95		21.95	34.21		19.51	26.32		41	38	
1	35.48	40.00		25.81	25.71		25.81	31.43		12.90	2.86		31	35	
2	22.22	45.16		48.15	25.81		25.93	19.35		3.70	9.68		27	31	
3	34.88	14.29		48.84	35.71		13.95	21.43		2.33	28.57		43	28	
4	57.78	39.53		22.22	48.84		11.11	2.33		8.89	9.30		45	43	
5	42.86	35.90		51.43	46.15		2.86	7.69		2.86	10.26		35	39	
6	16.67	66.67		62.50	18.18		16.67	0.00		4.17	15.15		24	33	
All Grades	36.59	36.03		39.02	33.60		16.26	16.19		8.13	14.17		246	247	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.20	2.63		7.32	7.89		75.61	52.63		4.88	36.84		41	38	
1	6.45	2.86		41.94	34.29		25.81	42.86		25.81	20.00		31	35	
2	11.11	6.45		29.63	48.39		33.33	29.03		25.93	16.13		27	31	
3	2.33	3.57		39.53	7.14		32.56	46.43		25.58	42.86		43	28	
4	17.78	2.33		15.56	32.56		37.78	37.21		28.89	27.91		45	43	
5	22.86	12.82		17.14	28.21		48.57	41.03		11.43	17.95		35	39	
6	8.33	15.15		20.83	33.33		29.17	33.33		41.67	18.18		24	33	
All Grades	11.79	6.48		23.98	27.53		41.87	40.49		22.36	25.51		246	247	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.07	10.53		63.41	63.16		19.51	26.32		41	38	
1	38.71	37.14		48.39	60.00		12.90	2.86		31	35	
2	25.93	25.81		66.67	64.52		7.41	9.68		27	31	
3	46.51	28.57		48.84	50.00		4.65	21.43		43	28	
4	57.78	65.12		31.11	30.23		11.11	4.65		45	43	
5	25.71	25.64		71.43	64.10		2.86	10.26		35	39	
6	12.50	30.30		75.00	57.58		12.50	12.12		24	33	
All Grades	34.15	32.79		55.69	55.06		10.16	12.15		246	247	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.02	10.53		36.59	60.53		24.39	28.95		41	38	
1	41.94	37.14		41.94	54.29		16.13	8.57		31	35	
2	33.33	45.16		62.96	45.16		3.70	9.68		27	31	
3	45.24	28.57		47.62	42.86		7.14	28.57		42	28	
4	55.56	30.23		33.33	60.47		11.11	9.30		45	43	
5	65.71	48.72		31.43	35.90		2.86	15.38		35	39	
6	50.00	78.79		50.00	9.09		0.00	12.12		24	33	
All Grades	47.76	39.27		42.04	44.94		10.20	15.79		245	247	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.32	5.26		78.05	57.89		14.63	36.84		41	38	
1	25.81	20.00		51.61	42.86		22.58	37.14		31	35	
2	29.63	12.90		44.44	67.74		25.93	19.35		27	31	
3	5.00	3.57		67.50	35.71		27.50	60.71		40	28	
4	17.78	2.33		48.89	69.77		33.33	27.91		45	43	
5	22.86	20.51		57.14	56.41		20.00	23.08		35	39	
6	12.50	21.21		16.67	48.48		70.83	30.30		24	33	
All Grades	16.46	12.15		54.73	55.06		28.81	32.79		243	247	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.39	7.89		56.10	65.79		19.51	26.32		41	38	
1	6.45	2.86		64.52	88.57		29.03	8.57		31	35	
2	11.11	29.03		48.15	54.84		40.74	16.13		27	31	
3	9.30	3.57		72.09	67.86		18.60	28.57		43	28	
4	22.22	20.93		60.00	60.47		17.78	18.60		45	43	
5	17.65	23.08		67.65	64.10		14.71	12.82		34	39	
6	4.17	33.33		79.17	54.55		16.67	12.12		24	33	
All Grades	14.69	17.41		63.67	65.18		21.63	17.41		245	247	

Conclusions based on this data:

1. There was an increase in 21/22 of % of students who scored at Level 1, and decrease in 21/22 of % of students who scored at Level 4 in Overall Language.
2. In 21/22, more English Learners at Valley Oaks scored in the Well Developed range for the Listening (33%) and Speaking (39%) domains than the Reading (12%) and Writing (17%) domains.
3. The Listening Domain is the area where English Learners scored the highest overall in 21/22 (33% Well Developed, 55% Somewhat/Moderately Developed).

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
503	82.9	50.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Valley Oaks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	50.7
Foster Youth		
Homeless	31	6.2
Socioeconomically Disadvantaged	417	82.9
Students with Disabilities	78	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	2	0.4
Filipino		
Hispanic	427	84.9
Two or More Races	2	0.4
Pacific Islander	3	0.6
White	64	12.7

Conclusions based on this data:

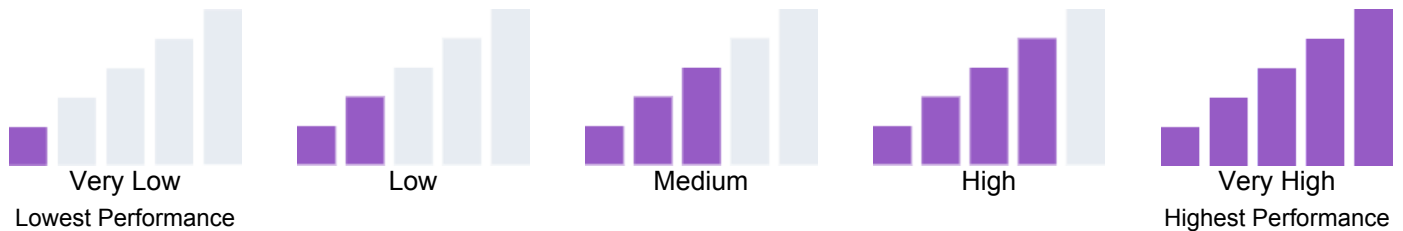
1. In 2021-2022, most of our students at Valley Oaks are Socioeconomically Disadvantaged (83%)
2. In 2021-2022, over half of our students at Valley Oaks are English Learners (51%)
3. In 2021-2022, most of our students at Valley Oaks are of Hispanic Race/Ethnicity (85%)

School and Student Performance Data

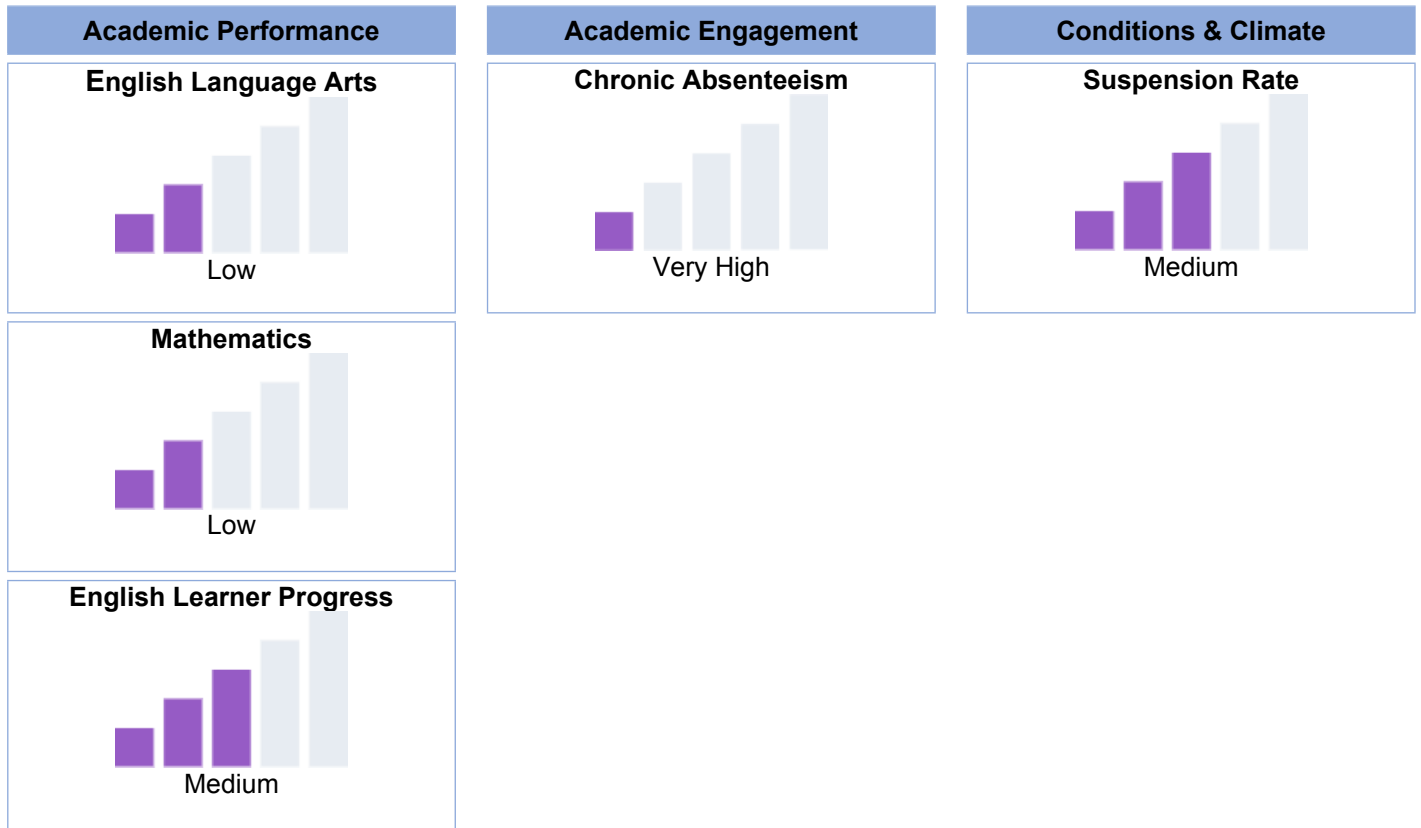
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Overall Performance level for English Learner Progress is in the Medium range.
- Overall Performance levels for Math and English Language Arts were in the Low range.

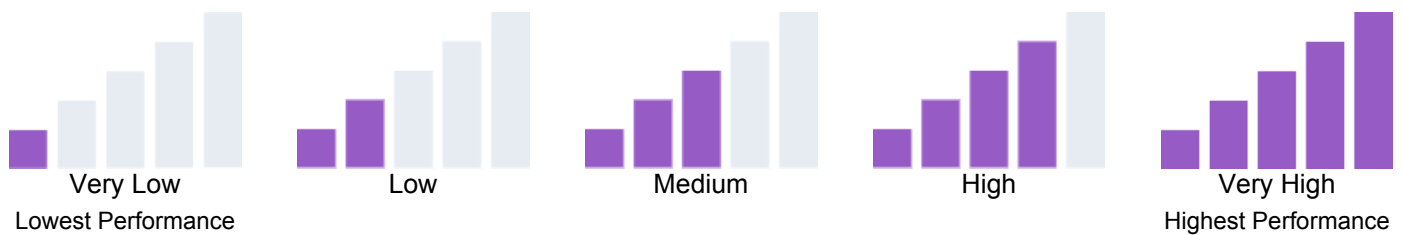
3. Chronic Absenteeism level for Academic Engagement is in the Very High range - meaning too many students exhibited Chronic Absenteeism.

School and Student Performance Data

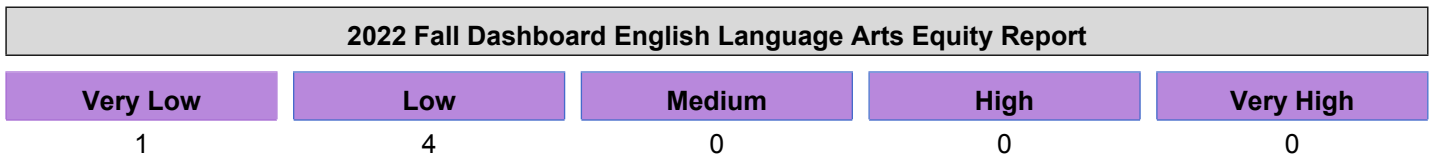
Academic Performance English Language Arts

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

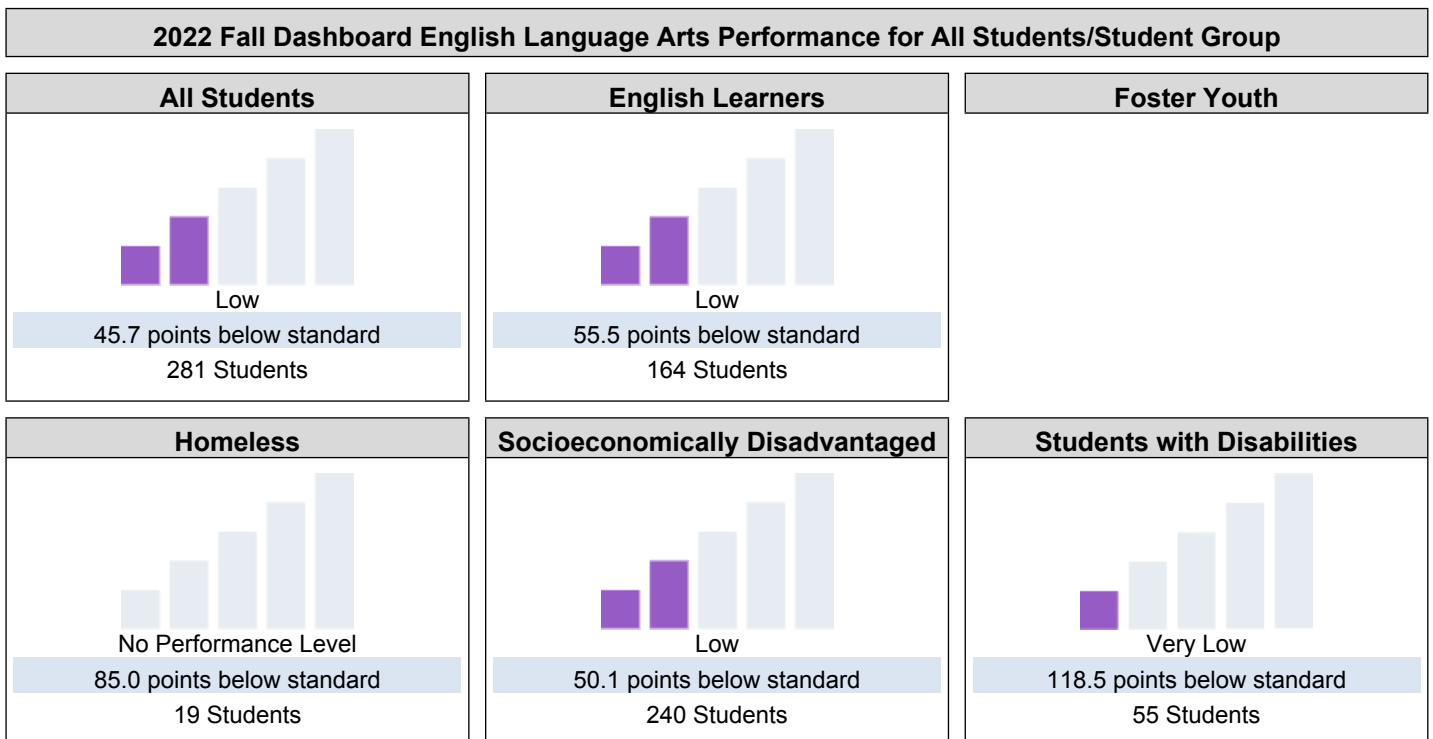
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



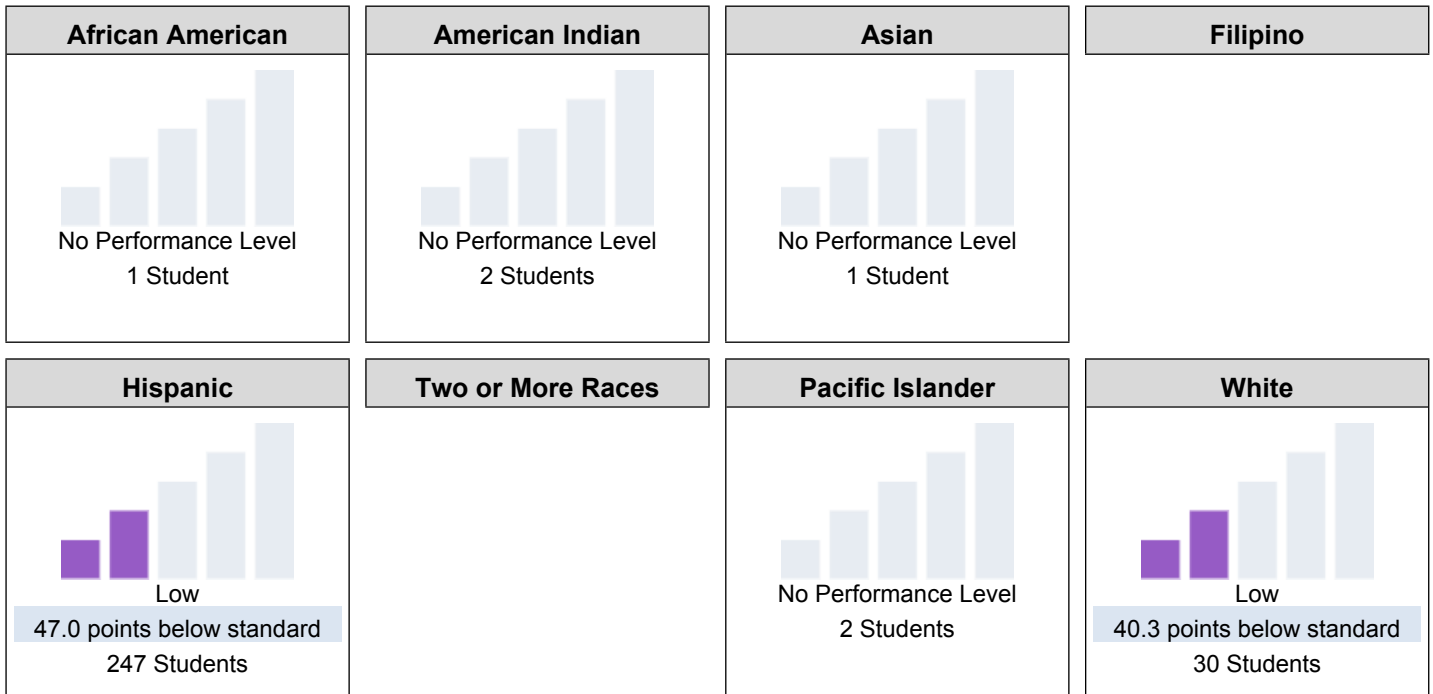
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.0 points below standard 120 Students	33.2 points above standard 44 Students	38.5 points below standard 100 Students

Conclusions based on this data:

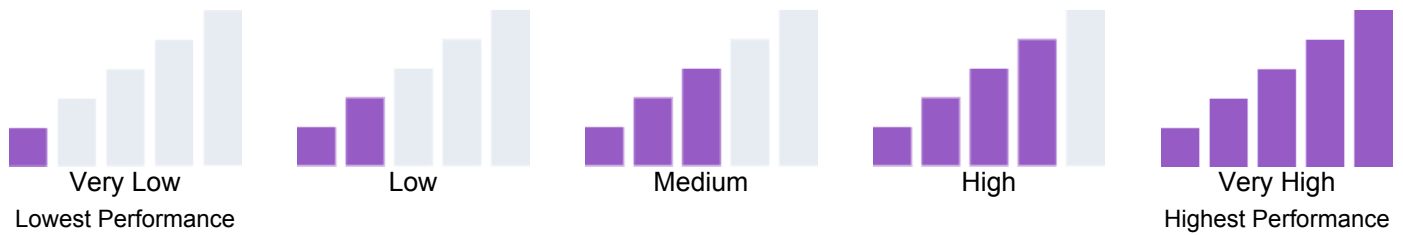
1. In 2021-2022, the Reclassified English Learners (RFEP) was the highest scoring Student Group at 33 points above standard.
2. In 2021-2022, both the White and English Only Student Groups were similar in 38-40 points below standard.
3. In 2021-2022, both the English Learner and the SocioEconomically Disadvantaged Student Groups were similar in 50-55 points below standard.

School and Student Performance Data

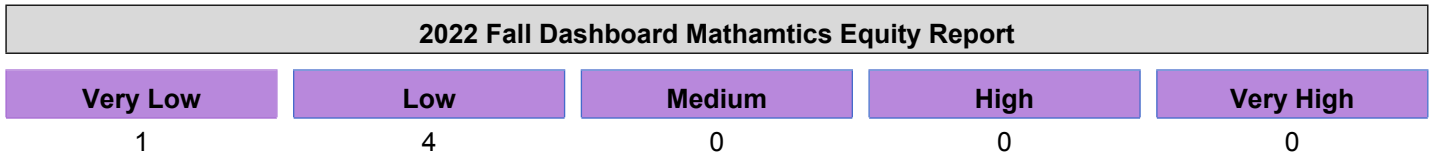
Academic Performance Mathematics

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

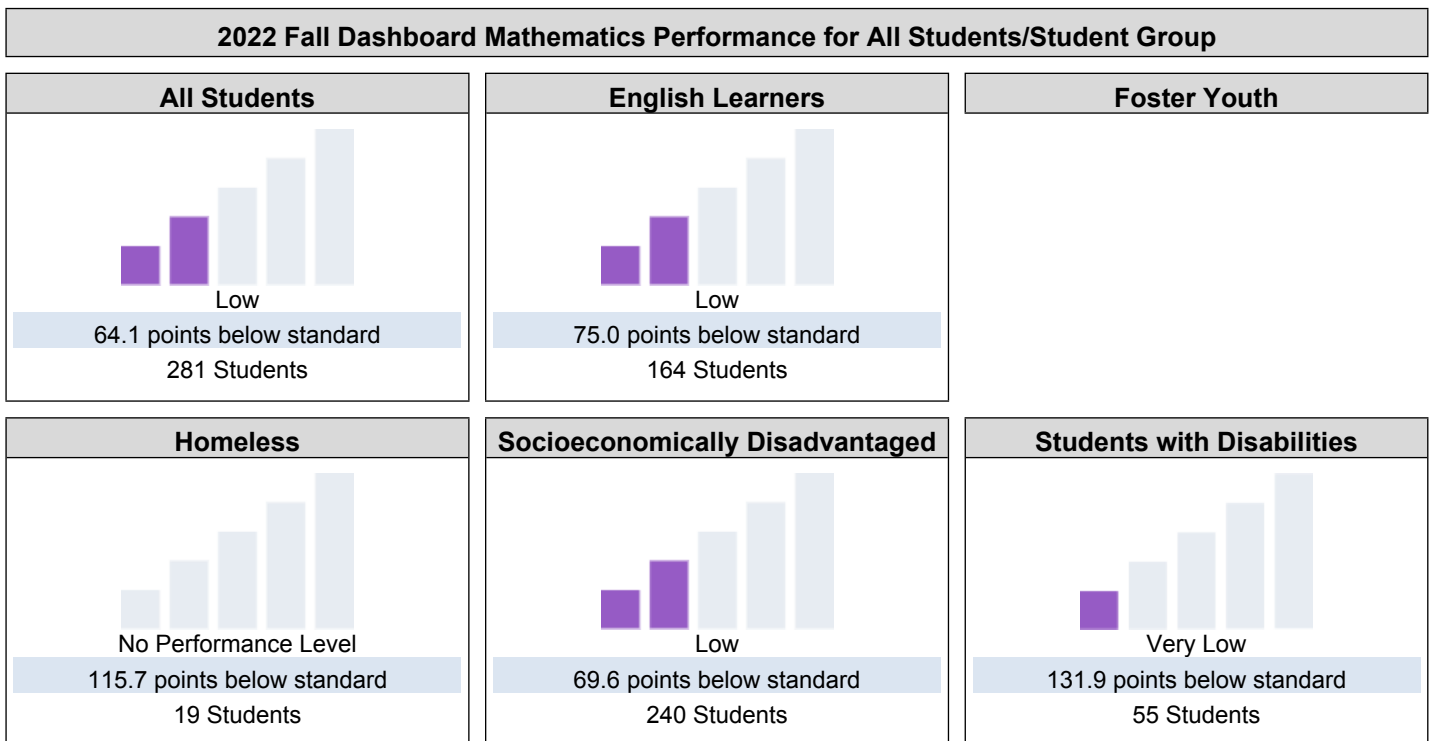
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



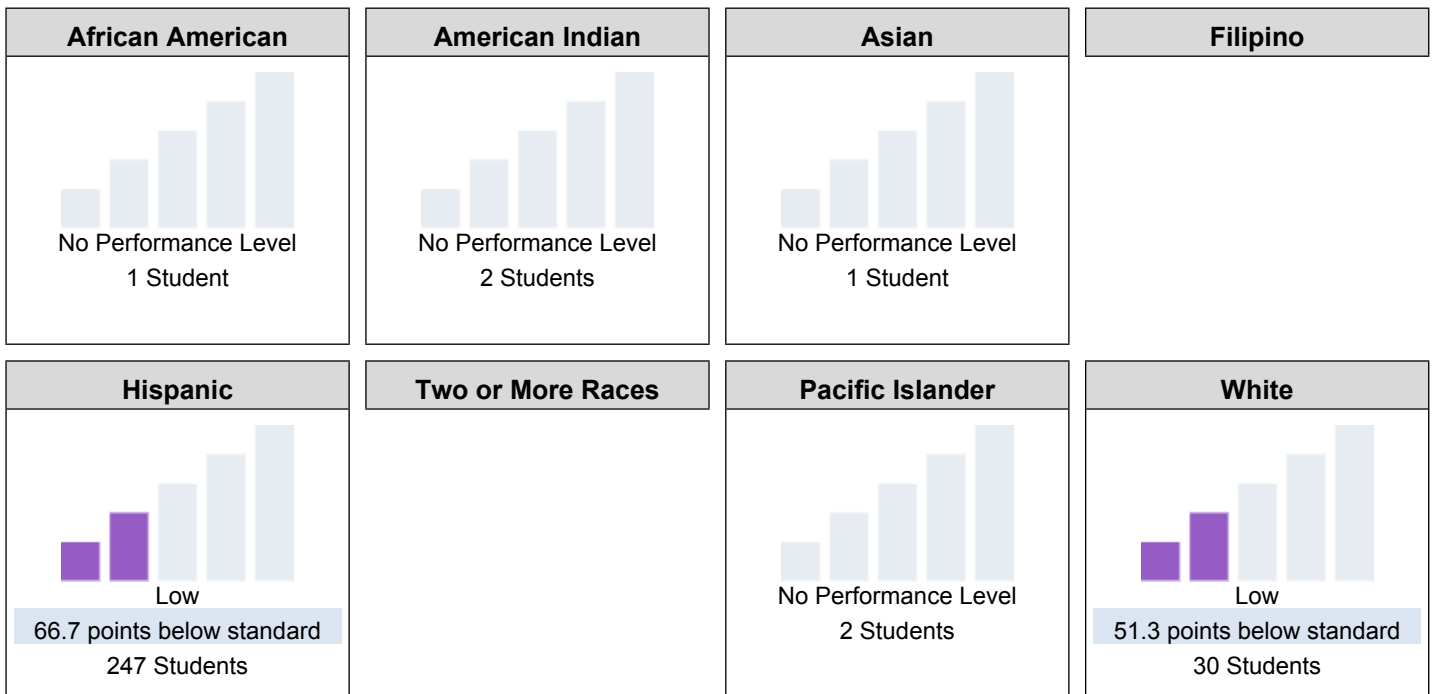
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.2 points below standard 120 Students	11.6 points below standard 44 Students	59.9 points below standard 100 Students

Conclusions based on this data:

1. In 2021-2022, the Reclassified English Learners (RFEP) was the highest scoring Student Group at 11.6 points below standard.
2. In 2021-2022, our Socioeconomically Disadvantaged (69.6 points below), Hispanic (66.7 points below), and English Learner (75 points below) student groups scored similarly in Mathematics
3. In 2021-2022, our Students with Disabilities was the lowest scoring Student Group at 131.9 points below standard.

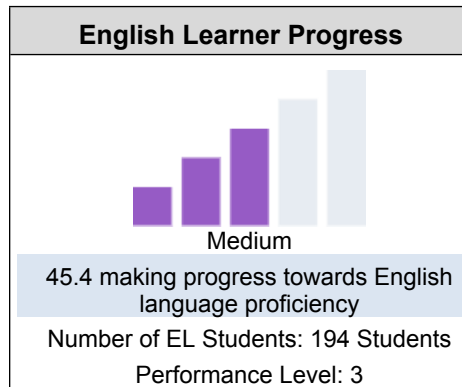
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6%	34.0%	6.7%	38.7%

Conclusions based on this data:

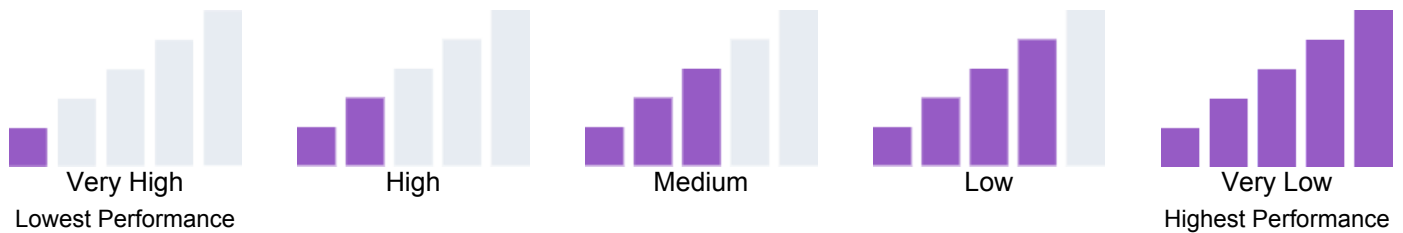
- 38.7% of our English Learners (75/194 students) grew at least one ELPI Level.
- 6.7% of our English Learners (13/194 students) maintained a high ELPI Level of 4.
- 34% of our English Learners (66/194 students) maintained an EPI Level of 1, 2L, 2H, 3L, or 3H - we need to get more of these who maintained a level to grow at least one level.

School and Student Performance Data

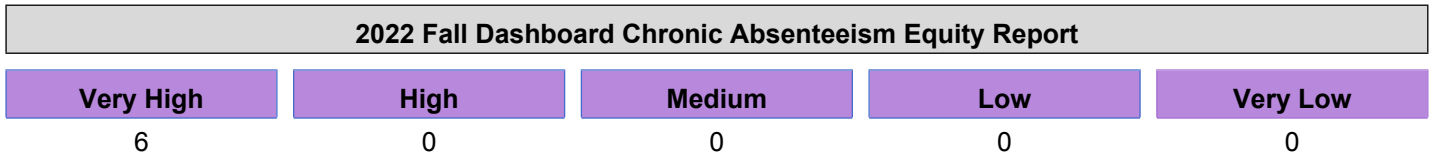
Academic Engagement Chronic Absenteeism

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

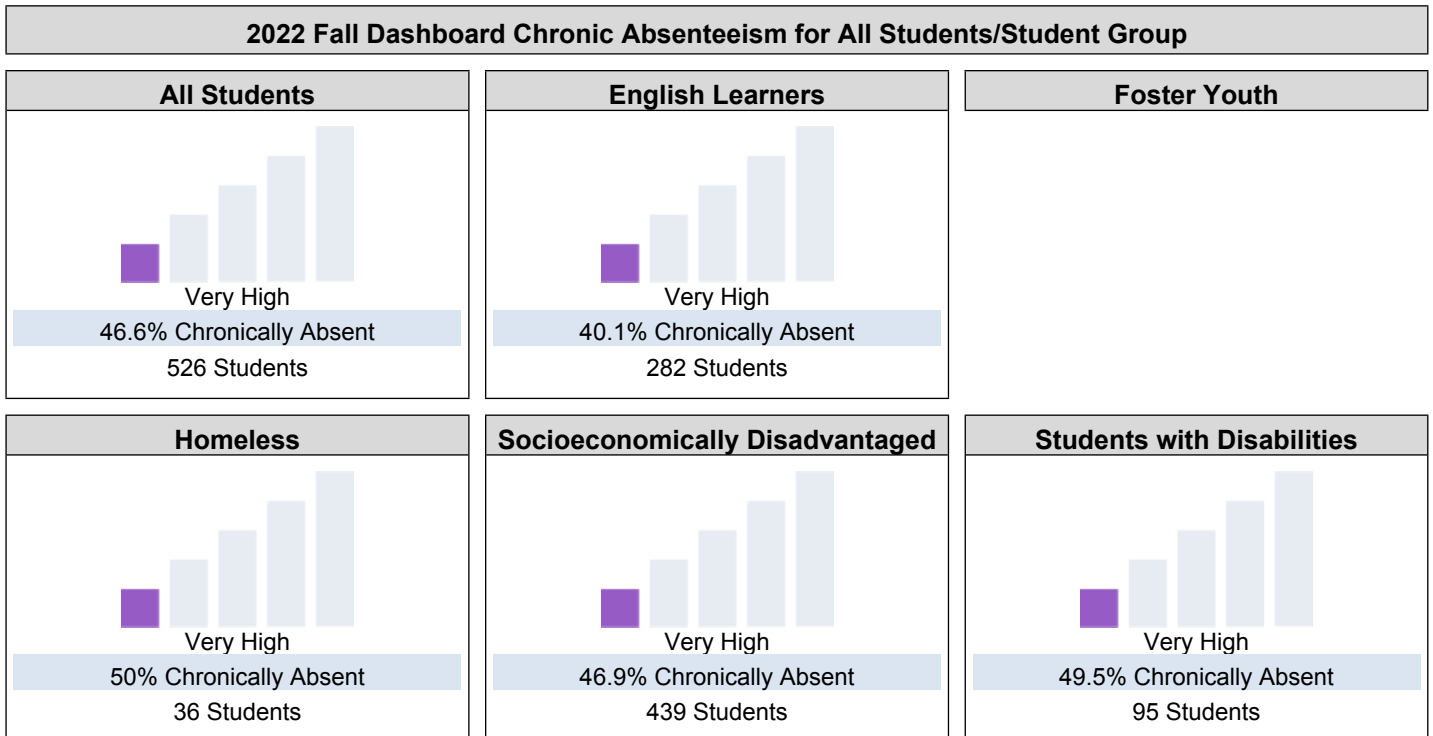
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



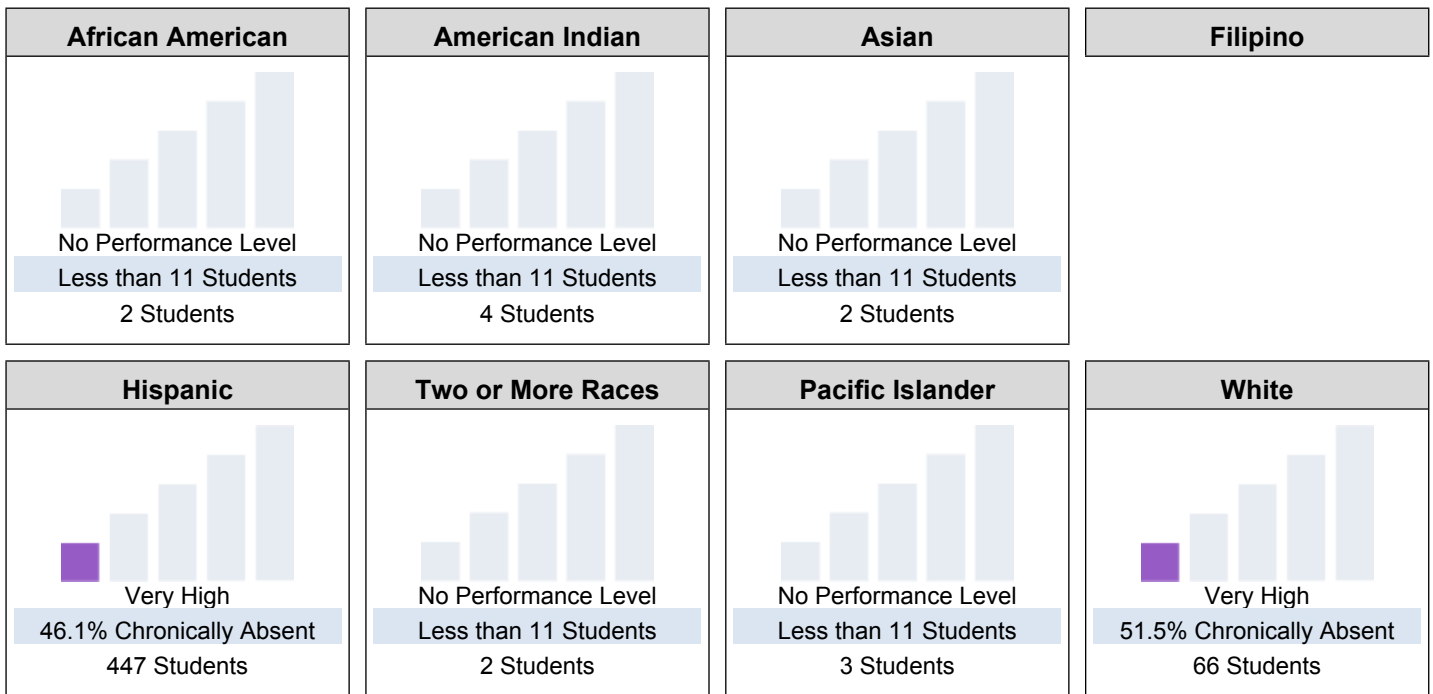
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

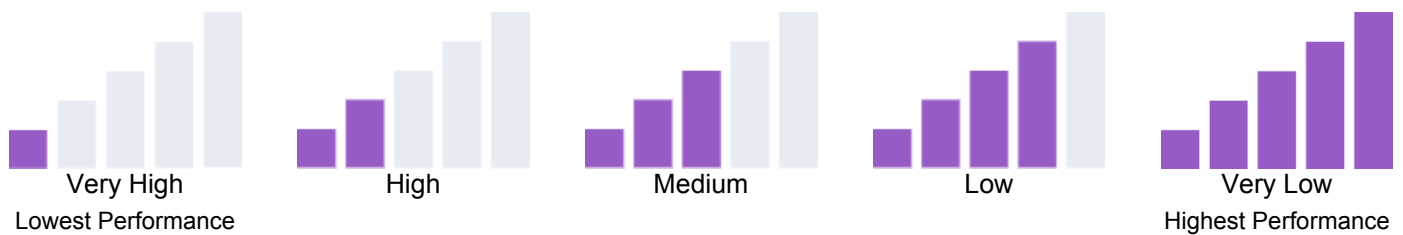
1. For all of our major Student Groups, the percentage of students Chronically Absent was very high.
2. This was our first full year coming out of COVID-induced distance learning and the mandatory quarantines on exposed or sick students had a huge effect on student attendance.

School and Student Performance Data

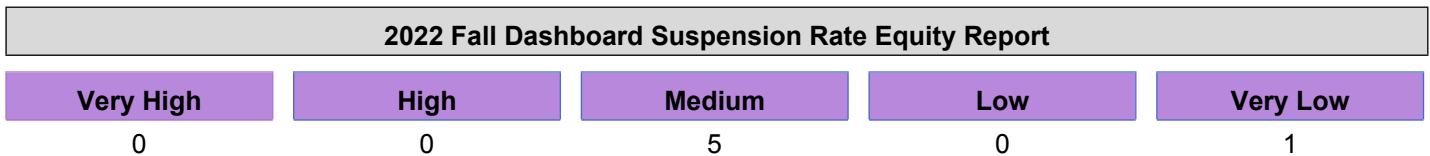
Conditions & Climate Suspension Rate

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

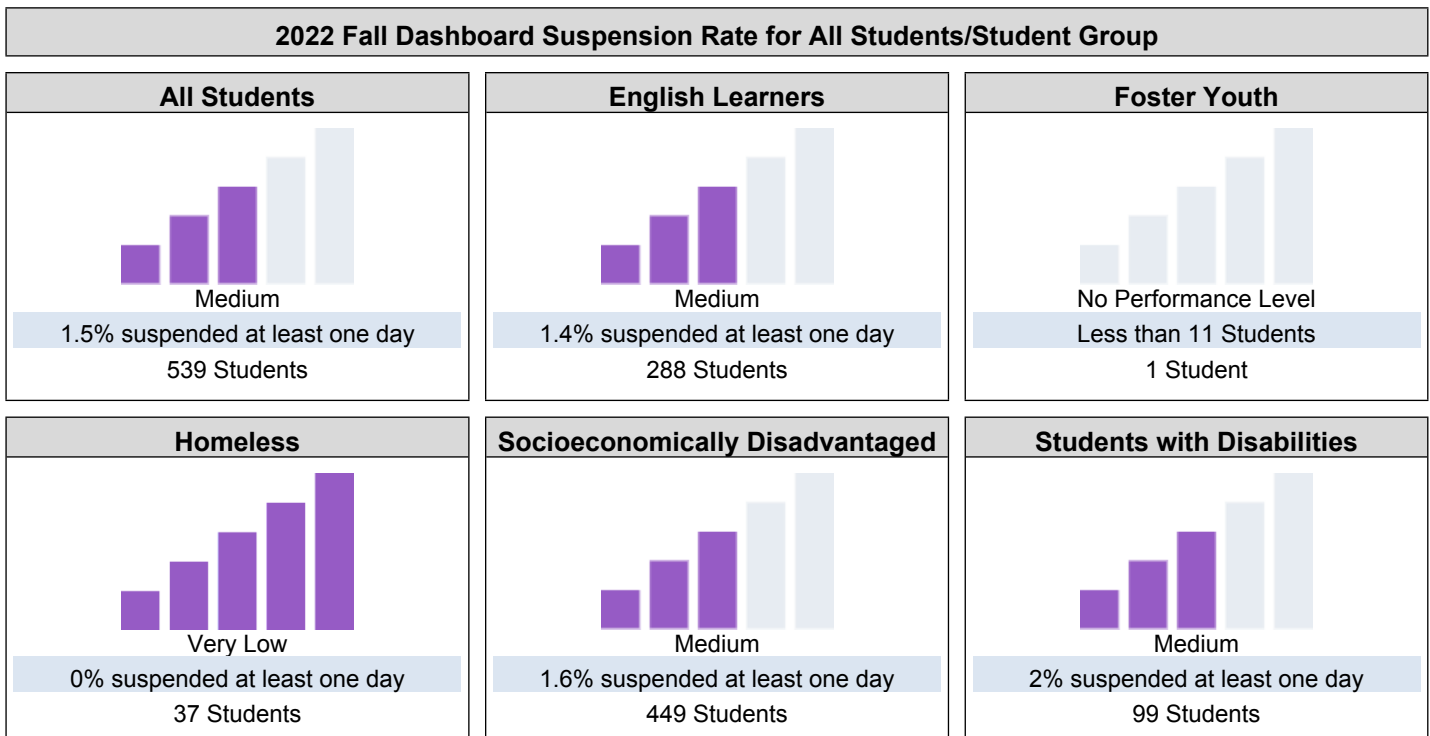
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



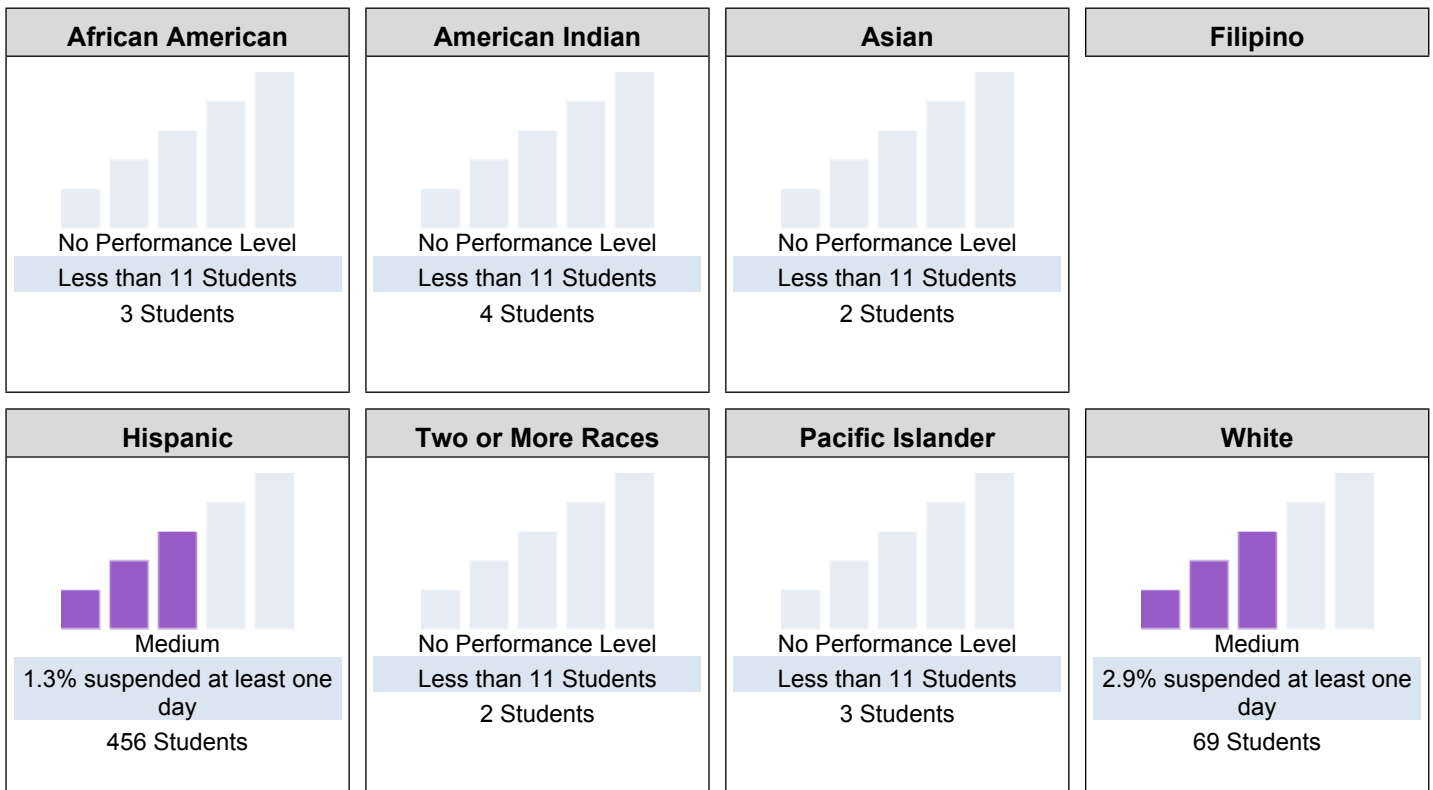
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The suspension rate among all major student groups was at the Medium level (1.3-2.9% suspended at least one day).
2. The suspension rate was lowest among Homeless students (0%).
3. While still in the Medium range, the suspension rate was highest among the White student group (2.9%).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Goal 1

Valley Oaks Elementary will engage the K-grade 6 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work. The following metrics/indicators show student progress and need. Winter to Winter DRA data increased by 24%. Valley Oaks definitely met the AMO goal in that area! Still, a need has been identified as maintaining and increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Winter 2022 to Winter 2023 MAP data in the area of Mathematics show that while the number of students meeting 60th percentile increased, it did not meet the AMO of 5% growth of students meeting the 60th percentile. This indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and Eureka Math pacing guides are needed at all grade levels.

Winter 2022 to Winter 2023 MAP data in the area of Reading show that the number of students meeting 60th percentile increased and Valley Oaks come very close to meeting the AMO of 5% growth of students meeting the 60th percentile! This indicates that while we want to continue with what has been working, there are still needs similar to the identified needs already stated based on DRA data and cycles of coaching/improvement need to take place at all grade levels. Additionally, release time may be needed to help teachers improve their teaching abilities and strategies. Professional development in the use of effective differentiation strategies may also be needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate and how to help their students master those standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. The number of K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% from the WINTER DRA to the WINTER DRA.	<p>Baseline Outcome: 2021-2022 WINTER DRA (% of K-2 students meeting ALL Benchmarks): OVERALL: 48% Kinder: 49% 1st Grade: 60% 2nd Grade: 44%</p> <p>Actual Outcome: 2022-2023 WINTER DRA (% of K-3 students meeting ALL Benchmarks): OVERALL: 72% Kinder: 79% 1st Grade: 83% 2nd Grade: 64% 3rd Grade: 64%</p>	<p>2023-2024 School Year (% of K-3 students meeting ALL Benchmarks) : OVERALL: 82% K: 89% 1st Grade: 93% 2nd Grade: 74% 3rd Grade: 74%</p>
2. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Math on MAP will increase at least 5 percent from WINTER MAP to WINTER MAP each year.	<p>Baseline: 2021-2022 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 22% 1st Grade: 20% 2nd Grade: 35% 3rd Grade: 29% 4th Grade: 16% 5th Grade: 14% 6th Grade: 23%</p> <p>Actual Outcome: 2022-2023 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 24% 1st Grade: 13% 2nd Grade: 40% 3rd Grade: 35% 4th Grade: 20% 5th Grade: 10% 6th Grade: 24%</p>	<p>2023-2024 MAP Math (% of students at the 60th percentile+) OVERALL: 29% 1st Grade: 18% 2nd Grade: 45% 3rd Grade: 40% 4th Grade: 25% 5th Grade: 15% 6th Grade: 29%</p>
3. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Reading on MAP will increase at least 5 percent from WINTER MAP to WINTER MAP each year.	<p>Baseline: 2021-2022 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 28% 1st Grade: 26% 2nd Grade: 28% 3rd Grade: 38%</p>	<p>2023-2024 MAP Reading (% of students at the 60th percentile+) OVERALL: 37% 1st Grade: 36% 2nd Grade: 36%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th Grade: 18% 5th Grade: 33% 6th Grade: 29%</p> <p>Actual Outcome: 2022-2023 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 32% 1st Grade: 31% 2nd Grade: 31% 3rd Grade: 43% 4th Grade: 26% 5th Grade: 23% 6th Grade: 36%</p>	<p>3rd Grade: 48% 4th Grade: 31% 5th Grade: 28% 6th Grade: 41%</p>
<p>4. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>Baseline: Fall 2022 CA Dashboard</p> <p>All students: Low 64.1 points below standard</p> <p>English Learners: Low 75 points below standard</p> <p>Socioeconomically Disadvantaged: Low 69.6 points below standard</p> <p>Students with Disabilities: Very Low 131.9 points below standard</p> <p>Hispanic/Latino: Low 66.7 points below standard</p> <p>White: Low 51.3 points below standard</p>	<p>Fall 2023 CA Dashboard (no reported results yet)</p> <p>All students: Increase: +10 points 54.1 points below standard</p> <p>English Learners: Increase: +10 Points 65 points below standard</p> <p>Socioeconomically Disadvantaged: Increase: +10 Points 59.6 points below standard</p> <p>Students with Disabilities: Increase: +10 Points 121.9 points below standard</p> <p>Hispanic/Latino: Increase: +10 points 56.7 points below standard</p> <p>White: Increase: +10 points 41.3 points below standard</p>
<p>5. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance</p>	<p>Baseline: Fall 2022 CA Dashboard</p> <p>All students: Low 45.7 points below standard</p>	<p>Fall 2023 CA Dashboard (no reported results yet)</p> <p>All students: Increase: +10 points</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
from standard in English Language Arts.	<p>English Learners: Low 55.5 points below standard</p> <p>Socioeconomically Disadvantaged: Low 50.1 points below standard</p> <p>Students with Disabilities: Very Low 118.5 points below standard</p> <p>Hispanic/Latino: Low 47 points below standard</p> <p>White: Low 40.3 points below standard</p>	<p>35.7 points below standard</p> <p>English Learners: Increase: +10 Points 45.5 points below standard</p> <p>Socioeconomically Disadvantaged: Increase: +10 Points 40.1 points below standard</p> <p>Students with Disabilities: Increase: +10 Points 108.5 points below standard</p> <p>Hispanic/Latino: Increase: +10 points 37 points below standard</p> <p>White: Increase: +10 points 30.3 points below standard</p>
6. The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%.	<p>Spring 2022: ELA Participation Rate: 95.4% Math Participation Rate: 98.4%</p>	<p>Spring 2023: No reported results yet ELA Participation Rate= 95% or higher Math Participation Rate= 95% or higher</p>
7. English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	<p>Baseline: Spring 2022: English Learner Progress = 45.4%, Medium</p>	<p>Spring 2023: No reported results yet English Learner Progress = 50.4%, Medium</p>
8. English Learner reclassification rate will increase at least 1% each year.	<p>Baseline: 2021-2022 R-FEP rate = 13.4%</p>	<p>2023-2024 R-FEP rate = 14.4%</p>
9. Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	<p>Baseline: 2020-2021- 100% 2021-2022 - 100% 2022-2023 - 100%</p>	<p>2023-2024: Maintain 100%</p>
10. Students utilizing technological resources in	<p>Baseline: 2020-21- 100%</p>	<p>2023-2024: Maintain 100%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
order to support academic growth will be maintained at 100%.	2021-2022 - 100% 2022-2023 - 100%	
11. Misassignments of teachers will remain at 0.	Baseline: 2020-21- 0 misassignments 2021-2022 - 0 misassignments 2022-2023 - 0 misassignments	2023-2024: 0 misassignments
12. Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Baseline: 2020-21- 100% 2021-2022 - 100% 2022-2023 - 100%	2023-2024: Maintain 100%
13. Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated student groups.	Baseline: 2020-21- 100% 2021-2022 - 100%	2023-2024: Maintain 100%
14. Parent CalSCHLS survey will be completed by families with an increase of 10% each year.	Baseline: 2020-21- 91 Actual Outcome 2022 Parent Survey Responses = 53 2023 Parent Survey Responses = 61	2024 Parent Survey Responses will be 10% more than 2023: 67
15. Parent use of SIS Parent VUE will increase 10% annually.	Baseline usage 2021-2022 = 281 users (56%) Actual usage 2022-2023 = 56%	2023-2024: Parent VUE usage will be 66%
16. Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD".	Baseline: 2020-2021 - FAIR 2021-2022 - FAIR 2022-2023 - FAIR	2023-2024: Valley Oaks - GOOD

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Continue certificated Gen. Ed. TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction and support special education teachers by providing access to district-level IEP training and support, as well as any county trainings or private workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Workshops/Conference Costs

350

Title I
1000-1999: Certificated Personnel Salaries
Release Time/Substitutes for SPED teachers

1000

Title I
2000-2999: Classified Personnel Salaries
Substitutes for FDK IAs on IA "Recess" Days

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Spring 2023 MAP scores will be used to set growth goals for students in Reading and Math in Grades 2&3 and for Grades 4-6, Winter 2023 MAP scores and Spring 2023 SBAC scores will be used to set growth goals for students in Reading and Math. Teachers will determine if students need to make a year's growth or more than a year's growth.

Teachers in grades 2-6 will meet individually with students to establish goals, including MAP goals and actions for the year. This data will be shared with parents at Parent/Teacher/Student Conferences in November. Progress towards meeting these goals will be shared with parents and students after the Fall 2023 MAP Assessment. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Winter 2023 MAP scores.

Support teachers with students who struggle with growth on MAP by discussion of strategies in MTSS monthly meetings.

Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Title I
1000-1999: Certificated Personnel Salaries
Release Time for Teachers to goal set with
students

1000

Title I
1000-1999: Certificated Personnel Salaries
Substitutes for MTSS meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SBAC reports will be shared with staff, students, and parents and used as baseline data for student, class, grade-level, and school-wide information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

School-wide focus on using Designated ELD minutes to use Benchmark curriculum to enhance the English skills of our ELs will continue.

Site-based Intervention Teacher on Special Assignment (TOSA) will work with students (emphasis on K-3) and teachers to develop strong early literacy skills using SIPPS and other early literacy materials.

Instructional Assistants (IA) will work with small student groups in areas of literacy (with emphasis on K-3). Additional IAs will work in the afternoon to work with K-6 students in ELA/ELD Interventions. If needed, additional Instructional Assistant(s) will be assigned to a class(es) with temporary high needs.

Bilingual Instructional Assistants will work with small student groups, including Newcomer students, in areas of literacy (with emphasis on K-3 TBP).

Designated ELD instruction with TOSA support, if available, will target instructional strategies and learner needs.

Release time for PLC ELA/ELD planning.

Valley Oaks will purchase supplementary materials and technology to support ELA/ELD instruction as needed.

Valley Oaks will purchase necessary school supplies/materials for students, teachers, and staff to fully implement ELA and ELD instruction, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,697	Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
150	Title I 1000-1999: Certificated Personnel Salaries Release time for ELD planning
250	Title I 4000-4999: Books And Supplies ELA/ELD Instructional Materials / Technology
90,933	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
26,061	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
72,232	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
1,947	Title I 4000-4999: Books And Supplies School/Classroom/Student Supplies and/or Materials

1000	Title I 2000-2999: Classified Personnel Salaries Substitutes for Instructional Assistants
40,638	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to increase our percentage of students meeting DRA benchmarks by the end of the school year, teachers will work with the site TOSA to establish proper early literacy routines for all students and reading intervention groups, with an emphasis on grades K-3, and strategies/interventions for struggling students in grades 4-6, which includes small group instruction and intervention group(s) in ELA.

Teachers may meet separately with TOSA to be retrained, refreshed, or taught the best reading strategies for their students at their grade levels.

Teachers may visit other schools to observe and exchange ideas regarding ELA small group instruction in grades 4-6.

Teachers will meet with grade level team members, TOSAs, or teachers from other schools to learn, review, refresh strategies for best helping their students.

Instructional Assistants will be trained on how to best utilize instructional reading intervention materials, such as SIPPS.

The school will continue to purchase the newest edition of SIPPS so that all instructors of SIPPS and students will have the best tools to learn to read, and then train teachers on how to use the materials most effectively.

The school will purchase additional supplementary literacy materials, as needed.

The school will provide supplemental after-school "Extended Day/Acceleration Block" opportunities for instruction to EL students, Migrant, Low SES, and struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1050	Title I 1000-1999: Certificated Personnel Salaries

	Release Time/Training for SIPPS, Intervention Techniques, Teacher Observation of other Teachers
500	Title I 4000-4999: Books And Supplies SIPPS Materials
2000	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques, Teacher Observation of other Teachers
1000	Title I 2000-2999: Classified Personnel Salaries Supplemental Support (Extended Day, Acceleration Block, etc.)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

100% of all students will be taught with recently adopted Benchmark ELA/ELD materials aligned with CCSS.

All staff will have opportunities to receive high quality professional development opportunities related to the ELA/ELD adoption. These opportunities will be presented by trainers from Benchmark and/or opportunities for work with district/county personnel or TOSAs.

Site funds will be used to purchase additional or supplemental CCSS curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I
4000-4999: Books And Supplies
Supplemental/Additional CCSS curriculum

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All Valley Oaks students (K-6) will be taught using the Eureka Math materials.

Math adoption will be monitored and evaluated through classroom observations, module pacing, and curriculum assessment scores.

Selected teachers may pilot a newer version of Eureka Math or other publisher with their students in the current pre-adoption process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order for 100% of teachers to receive professional learning for implementation of the Next Generation Science Standards (NGSS), Valley Oaks will utilize the support of site-based and district-based curriculum coaches or lead teachers.

The NGSS-trained teachers will attend workshops and lesson sharing opportunities throughout the school year and will share back at staff meetings and/or staff development days.

All K-6 teachers may receive Professional Development in NGSS and how to begin lesson implementation through district-provided opportunities throughout the school year.

All K-6 teachers will teach NGSS lesson(s) with their students during the 2023-2024 school year.

Students will have additional science opportunities at the school level, via a Science Night and other grade level science activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I
4000-4999: Books And Supplies
Student Supplies for Science

1500	Title I 5800: Professional/Consulting Services And Operating Expenditures Science Night
	Site Formula Funds 4000-4999: Books And Supplies Mystery Science
	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitute Teacher for 6th Grade Science Education Camp
	Site Formula Funds 2000-2999: Classified Personnel Salaries Transportation Costs to Sly Park Science Education Center

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Site categorical funds will be used to support online learning to differentiate instructional support.

School Funds will be used to have/maintain 1:1 student-chromebook ratio in grades K-6.

There will be a pilot with selected students that will have daily Chromebook and Internet access at both school and home (depending on home computer/internet availability), with the purpose of blending the students' learning throughout the school day and after school hours.

All students will participate in the use of technology through RenLearn (AR), Lexia, Reading Plus, MAP Accelerator, Happy Numbers, Khan Academy, Zearn, Prodigy, and other web-based learning programs.

All students will be given opportunities to earn participation in an AR Literary Incentive each trimester - by meeting their Accelerated Reader Points (Quantity) and Comprehension (Quality) Reading Goals, based on their ZPDs.

Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers, and staff in all technology-related areas.

The BFLC/Library will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6200	LCFF - Supplemental 4000-4999: Books And Supplies RenLearn License (AR, STAR Reading)
1000	Title I 4000-4999: Books And Supplies Instructional Technology Materials, Maintenance, upgrades (software/hardware)
4300	Title I 4000-4999: Books And Supplies Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Site funds will be used to purchase supplementary literary materials, in the BFLC and classrooms, to assist students in reaching their PLP Reading goals, especially in the area of non-fiction text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1232	Title I 4000-4999: Books And Supplies Literary Resources (Scholastic News, Leveled Readers, Library Books, etc.)
662	LCFF - Supplemental 4000-4999: Books And Supplies Literary Resources (Leveled Readers, Library Books, etc.)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All certificated staff will have access to meaningful observation, evaluation, and professional learning resources and opportunities.

Educators engage in professional growth goal setting and are supported by professional development opportunities that are valued and maximized.

Site Administration will meet with their supervisors to establish professional learning focus area(s).

District-created/approved documents will be used to document the outcome of the observations/meetings - by both educator and site administration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Title I 4000-4999: Books And Supplies Educator Professional Growth Plan (Conferences, Workshops, Materials, Trainings, Release Time)
500	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to fully integrate the Student Information System (Synergy), Office Staff will be trained on how to best utilize Synergy and/or Illuminate, and all Office Staff will receive continued training/refresher, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office Staff extra time for training

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan will be developed. District Maintenance team will work on the already-identified areas of the school that are needing repair. This needs to be completed BEFORE the site inspections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost to site

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to maintain zero Williams facilities complaints, regular campus inspections by site custodial staff, site administration, and district staff will ensure that the campus grounds and facility issues are addressed in the quickest manner possible and maintained throughout the school year through the use of digital Maintenance and Technology repair "Tickets".

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No cost to site

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to increase parent usage of the Synergy ParentVUE, school staff including teachers, office staff, and BFLC staff, will inform families of how to use the ParentVUE and show families how to utilize the tool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional cost to site

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

It was difficult to judge the effectiveness of the strategies because it was our "baseline" year for SBAC state testing results. When we receive the results from the 2023 SBAC state testing, we will have a better idea of the effectiveness of the strategies and activities. MAP Reading and Mathematics and DRA Winter to Winter data. Valley Oaks certificated and classified staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve the articulated goals. Valley Oaks met some of our goals (DRA overall and certain grade levels in MAP) and will continue to allocate access to professional development for staff and resources in order to meet more/all of our goals.

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

There were no differences between the intended and budgeted expenditures to implement these strategies/activities.

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

This goal and these strategies/activities will continue in 2023-2024.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Goal 2

Valley Oaks Elementary will promote K-6 whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

CaISCHLS Survey: Results of the 2022-2023 CaISCHLS Survey of our 5th/6th grade students show the following data from our students. The goal is to be have 80% of students respond with "Yes, most of the time" or "Yes, all of the time". For School Connectedness: 5th= 64% 6th= 62%. For Academic Motivation: 5th= 87% 6th= 76%. For Caring Adult Relationships: 5th= 62% 6th= 65%. For Meaningful Participation: 5th= 34% 6th= 41%. For Feel Safe at School: 5th= 67% 6th= 62%. For Experienced Frequent Sadness: 5th= 7% 6th= 27%.

Daily Attendance/Chronic Absenteeism: Due in part to the effects of the COVID-19 pandemic and the resulting mandatory quarantines for students, the attendance rate at Valley Oaks during 2021-2022 was well below the goal of 95%. Additionally, the Chronic Absenteeism rate for the 2021-22 school year was 46.6% using the data from the District's Student Information System (SIS) from 8/11/2021 to 5/3/2022. This means that 30% of Valley Oaks students (151 students) missed 10% or more of the school days (18 or more school days). The attendance for the 2022-2023 school year improved from 21-22 to 92.62%, below the goal of 95%. The rate for Chronic Absenteeism rate for the 2022-2023 school year will be known shortly, but we anticipate it being lower than 2021-22, when it was 46.6%.

Suspensions: The Valley Oaks suspension rate for 2021-2022 was 1.9% (10 suspensions/505 students). The goal for 2022-2023 is to be 1.8% or lower and to decrease in each student group by 0.1%.

SEL: All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make social and Emotional Learning (SEL) a priority and integrated throughout the school day.

The full-time school counselor plays a tremendous role in helping students with their social/emotional needs. In addition to meeting with small groups of students, and individually with others to address their SEL needs, he helps staff members with the in-class delivery of Second Step, the curriculum used by all grades to teach students about social/emotional health. Teachers in all grade levels present the lessons from Second Step to the students in their classes.

The COVID-19 pandemic exacerbated both student attendance problems and mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear. As we move forward from the COVID-19 pandemic, we have seen some areas of growth and

and improvement, but still are dealing with many of the effects of the pandemic on students' social and emotional health/needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Overall daily attendance will be increased to 96% or greater	<p>Baseline: 2020-21 = 95%</p> <p>Actual Outcome: 2021-2022: 91%</p> <p>2022-April 2023: 92.62%</p>	2022-2023: Valley Oaks: 96.0%
2. Chronic Absenteeism will decrease by 1% or greater for every student subgroup	<p>Baseline: 2022 Fall CA Dashboard:</p> <p>All Students - 46.6%</p> <p>English Learners - 40.1%</p> <p>Homeless - 50%</p> <p>Socioeconomically Disadvantaged - 46.9%</p> <p>Students with Disabilities - 49.5%</p> <p>Hispanic: 46.1%</p> <p>White: 51.5%</p>	<p>2023 Fall CA Dashboard Goals:</p> <p>All Students - 45.6%</p> <p>English Learners - 39.1%</p> <p>Homeless - 49%</p> <p>Socioeconomically Disadvantaged - 45.9%</p> <p>Students with Disabilities - 48.5%</p> <p>Hispanic: 45.1%</p> <p>White: 50.5%</p>
3. The suspension rate will decrease by 0.1% or greater for every student subgroup	<p>Baseline: 2022 Fall CA Dashboard Data</p> <p>Suspensions:</p> <p>All Students: 1.5%</p> <p>English Learners: 1.4%</p> <p>Homeless: 0%</p> <p>Socioeconomically Disadvantaged: 1.6%</p> <p>Students With Disabilities: 2%</p> <p>Hispanic: 1.3%</p> <p>White: 2.9%</p>	<p>2023 Fall CA Dashboard Goals:</p> <p>Suspensions:</p> <p>All Students: 1.4%</p> <p>English Learners: 1.3%</p> <p>Homeless: 0%</p> <p>Socioeconomically Disadvantaged: 1.5%</p> <p>Students With Disabilities: 1.9%</p> <p>Hispanic: 1.2%</p> <p>White: 2.8%</p>
4. The expulsion rate will decrease by 0.1% or greater for every subgroup	<p>Baseline</p> <p>2021-2022: 0 STUDENTS</p> <p>Actual Outcome 2022-2023: 0 STUDENTS</p>	<p>Goal for 2023-2024 expulsion rate:</p> <p>0 STUDENTS</p>
5. Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs	<p>Baseline 2021-2022:</p> <p>This School...</p>	<p>Goals for 2023-2024:</p> <p>This School...</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Survey will increase at least 5% in areas that are below 85% and maintain those areas that are above 85%.</p>	<p>actively seeks the input of parents before making important decisions. = 77% promotes academic success for all students. = 85% motivates students to learn. = 94% provides quality counseling or other ways to help students with social or emotional needs. = 77% has adults who really care about students. = 86% is a supportive and inviting place for students to learn. = 87% is a safe place for my child. = 91% promotes respect of all cultural beliefs and practices. = 75%</p> <p>Actual Outcome 2022-2023:</p> <p>This School... actively seeks the input of parents before making important decisions. = 81% promotes academic success for all students.= 90% motivates students to learn.= 96% provides quality counseling or other ways to help students with social or emotional needs. = 79% has adults who really care about students.= 91% is a supportive and inviting place for students to learn.= 93% is a safe place for my child.= 92% promotes respect of all cultural beliefs and practices = 86%</p>	<p>actively seeks the input of parents before making important decisions.= 86% or higher promotes academic success for all students.= 85% or higher motivates students to learn.= 85% or higher provides quality counseling or other ways to help students with social or emotional needs. = 84% or higher has adults who really care about students.= 85% or higher is a supportive and inviting place for students to learn.= 85% or higher is a safe place for my child.= 85% or higher promotes respect of all cultural beliefs and practices.= 85% or higher</p>
<p>6. Percentage of students in grades 5-8 responding "Yes, most OR all of the time" on the annual CalSCHLs Survey will</p>	<p>Baseline 2021-2022:</p> <p>School Connectedness: 5th= 71% 6th= 63%</p>	<p>Goals for 2023-2024:</p> <p>School Connectedness: 5th= 69% 6th= 67%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
increase at least 5% in areas that are below 80%.	<p>Academic Motivation: 5th= 85% 6th= 66%</p> <p>School Boredom: 5th= 58% 6th= 49%</p> <p>Caring Adult Relationships: 5th= 76% 6th= 56%</p> <p>Meaningful Participation: 5th= 49% 6th= 36%</p> <p>Feel Safe at School: 5th= 62% 6th= 68%</p> <p>Experienced Frequent Sadness: 5th= 17% 6th= 23%</p> <p>Actual Outcome 2022-2023:</p> <p>School Connectedness: 5th= 64% 6th= 62%</p> <p>Academic Motivation: 5th= 87% 6th= 76%</p> <p>School Boredom: 5th= 70% 6th= 69%</p> <p>Caring Adult Relationships: 5th= 62% 6th= 65%</p> <p>Meaningful Participation: 5th= 34% 6th= 41%</p> <p>Feel Safe at School: 5th= 67% 6th= 62%</p> <p>Experienced Sadness: (decrease) 5th= 7% 6th= 27%</p>	<p>Academic Motivation: 5th= 87% 6th= 81%</p> <p>School Boredom: 5th= 75% 6th= 74%</p> <p>Caring Adult Relationships: 5th= 67% 6th= 70%</p> <p>Meaningful Participation: 5th= 39% 6th= 46%</p> <p>Feel Safe at School: 5th= 72% 6th= 67%</p> <p>Experienced Sadness: (decrease) 5th= 7% 6th= 22%</p>
7. At least 65% of the students served in Summer School will be students from our unduplicated students' group (Low SES, EL, foster)	<p>Unduplicated Student group participation:</p> <p>Summer 2021= 91%</p> <p>Summer 2022 =</p>	Summer 2023 = 65% or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to reduce chronic absenteeism and truancy and increase academic growth, school counselor and/or office staff will make calls and send letters to families of students with attendance difficulties. Conferences will be held by administration and/or school secretary with parents of students with attendance difficulties to work on solutions to absence/truancy issues. SART meetings and SARB meetings will be held when appropriate and necessary. When necessary, the School Resource Officer (SRO) will be utilized to check on the family.

Teachers will ensure proper attendance record-keeping through communication with attendance secretary.

Awards/Incentives will be given to students with good attendance in the school, each trimester, and year-long basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Student Awards/Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Because we feel that social/emotional health and school behaviors are related, in order to reduce the number of suspensions/expulsions, and to improve the areas mentioned above in the CalSCHLS Student Survey (School Connectedness, Academic Motivation, School Boredom, Caring Adult Relationships, Meaningful Participation, Feeling Safe at School, and students Experiencing Frequent Sadness), all staff will work with students identifying strengths and strive for positive communications with all students and will work on the following:

Students in all grades will have meaningful 1:1 sessions with their teacher to discuss goals and establish personal relationships.

Regular training will be provided to Yard Supervisors to be proactive and help prevent problems before they occur on the yard or in the cafeteria.

Students will attend and participate in Drug-Free, Anti-Bullying, and Positive Behavior and Choices promotions, instruction, and assemblies.

The full-time school counselor will meet, in a 1:1 or group setting, with student who are struggling with social/emotional or behavior issues. He will also continue to be a resource to all teachers in the implementation of Second Step social/emotional curriculum.

Students and selected Staff will be trained in Safe School Ambassadors Program, an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence.

Alternatives to suspensions, such as buddy classrooms, removal of student privileges, and conferences with parents, will be used before a suspension is given, as appropriate.

Students will be allowed to self-administer or be assigned a "time-out" in the office, in a "student station".

Incentives and acknowledgement for proper and appropriate student achievement and behavior will be given through Stinger Cards (8 Great Traits).

Principal's Pat on the Back certificates will be awarded on a daily basis, from staff members to students, recognizing social, behavior, and academic successes.

Classified staff will be paid additional hours to receive additional instruction and/or provide additional help/coverage to ensure that students are monitored, safe, and being taken care of.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I 4000-4999: Books And Supplies Yard Supervisor Training / Materials
800	Title I 4000-4999: Books And Supplies Student Incentives/Awards - Social/Emotional
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Anti-Bullying/Positive Behavior Assembly and/or Presentations
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional hours for Classified Staff for additional help/coverage of students
500	LCFF - Supplemental 4000-4999: Books And Supplies

	Supplies/Materials for Safe School Ambassadors Trainings/Family Meetings
700	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes/Extra Time for Safe School Ambassador Training/Implementation
500	LCFF - Supplemental 4000-4999: Books And Supplies Books and Supplies for use with students in Social/Emotional situations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to help all students be more physically and mentally fit, to be healthy, have better attendance, and for our students to achieve Healthy Fitnessgram targets, classroom teachers and PE teacher will ensure proper amount of PE minutes each week.

Classroom teacher and PE teacher will focus 5th grade PE instruction on areas of the Healthy Fitnessgram - specifically areas that can be impacted by repeated exercises and practice.

In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for use by students during recess.

In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for use by students during PE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Site Formula Funds 4000-4999: Books And Supplies Recess Equipment
	Site Formula Funds 4000-4999: Books And Supplies Fitness Equipment, Technology, and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Service learning participation will maintain at a level of 100% of all students.

Students will participate in one or more class or school-sponsored service learning projects, as chosen by their teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Title I
4000-4999: Books And Supplies
Materials to be used during Service Learning
Projects

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Band/Choir Students

Strategy/Activity

Understanding that additional activities such as as Music, Band, and Choir play an important role in the social/emotional and mental health of many students, Site Formula funds will be used to purchase supplementary music, choir, and/or band instruments and supplies to provide all students with additional access to newer, modern visual/performing arts tools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Music/Band Instrument and Supplies Purchase
and Repair

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

All students will have the ability to sign up for after-school clubs that increase their engagement and interest in College/Career and Career Tech exposure, offered through the BFLC/Expanded Learning Program - ranging from Homework Help to Lego Club, from Ballet to Crochet Club, from Minute to Win It to Student Yoga Club, and many more.

Students will be given opportunities to participate in the Makerspace Club, when possible with available personnel, where they are able to make and create things, utilize technology for innovation and learning, and have a safe area to tinker, explore, make things, and use problem-solving skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Site Formula Funds 4000-4999: Books And Supplies Publicity of all clubs, after-school, through the BFLC
950	Title I 1000-1999: Certificated Personnel Salaries Teacher/Staff Pay for Makerspace Club
350	Title I 2000-2999: Classified Personnel Salaries IA in Makerspace Club

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to continue providing families access to data through parent and student portals in the Student Information System (Synergy), information will be provided to parents at the 2023-2024 Back to School Night. Login and access information is made available to parents in English and Spanish via the school website and through the office secretaries.

Additional information related to student/parent login to personalized learning websites such as RenLearn (AR) will be shared with parents/guardians.

Ongoing conversations with stakeholders regarding the information system and other important school topics take place on a regular basis, via Parent/Teacher conferences and regular PTO, ELAC and SSC meetings.

Spanish translations/interpretations, both written and verbal, are provided for parents at all meetings, including Parent/Teacher Conferences, via our bilingual staff members.

Parents will be invited, by flyer, email, text messages, social media (Facebook/Instagram), and phone calls, to participate school events, in discussions with site administration, as well as important parent meetings held at the school or at the district office.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1406	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting/Translating Services
3544	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant
200	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child Care at Parent Meetings
100	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Training Supplies/Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

In order to continue the use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting, Valley Oaks will continue to use a variety of avenues for student, parent, teacher feedback regarding district and site SPSA and LCAP goal areas.

The School Site Council will review and advise SPSA annually.

Surveys will be conducted for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	Title I

4000-4999: Books And Supplies
Supplies for Parent/Stakeholder Meetings
and/or Surveys

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Breakfast, lunch, and after-school menus will continue to follow federal nutritional guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost to site

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Exterior plants and landscaping, as well as sitting benches, will be purchased and installed on campus for beautification and parent/student comfort.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Plants, Landscaping, Benches for school grounds

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:

- *Chronic Absenteeism Data
- *Suspension/Expulsion Data
- *CaSCHLS Survey Data

All of these data tools will be used to determine the effectiveness of the above listed strategies/activities to achieve our goal.

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

There were no differences between the intended and budgeted expenditures to implement these strategies/activities.

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

This goal and these strategies/activities will continue in 2023-2024.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$109,731
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$286,002.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$81,964.00
Title I Part A: Parent Involvement	\$1,706.00
Title III	\$26,061.00

Subtotal of additional federal funds included for this school: \$109,731.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$176,271.00

Subtotal of state or local funds included for this school: \$176,271.00

Total of federal, state, and/or local funds for this school: \$286,002.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	81,964.00	0.00
Title I Part A: Parent Involvement	1,706.00	0.00
LCFF - Supplemental	176,271.00	0.00
Title III	26,061.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	176,271.00
Title I	81,964.00
Title I Part A: Parent Involvement	1,706.00
Title III	26,061.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,700.00
2000-2999: Classified Personnel Salaries	248,061.00
4000-4999: Books And Supplies	21,241.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	167,709.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,862.00
1000-1999: Certificated Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I	52,685.00
4000-4999: Books And Supplies	Title I	13,279.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,606.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
2000-2999: Classified Personnel Salaries	Title III	26,061.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,002.00
Goal 2	14,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
David Nelson	Principal
Lupita Ayala	Classroom Teacher
Gayleen Gomez	Classroom Teacher
Amy Mangili	Classroom Teacher
Vanessa Torres	Other School Staff
Brenda Avalos	Parent or Community Member
Kelly Cullers	Parent or Community Member
Melissa Lehn-Anzaldua	Parent or Community Member
Lisa Rhodes	Parent or Community Member
Nayeli Chaidez	Parent or Community Member

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

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vernon E. Greer Elementary School	34 67348 0119420	May 5, 2023	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 3
 - Data Analysis 3
 - Surveys 3
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 13
- Resource Inequities 13
- School and Student Performance Data 14
 - Student Enrollment..... 14
 - CAASPP Results..... 16
 - ELPAC Results 20
 - Student Population 24
 - Overall Performance 26
 - Academic Performance 28
 - Academic Engagement 33
 - Conditions & Climate..... 35
- Goals, Strategies, & Proposed Expenditures..... 37
 - Goal 1..... 37
 - Goal 2..... 48
- Budget Summary 60
 - Budget Summary 60
 - Other Federal, State, and Local Funds 60
- Budgeted Funds and Expenditures in this Plan 61
 - Funds Budgeted to the School by Funding Source..... 61
 - Expenditures by Funding Source 61
 - Expenditures by Budget Reference 61
 - Expenditures by Budget Reference and Funding Source 61
 - Expenditures by Goal..... 62
- School Site Council Membership 63
- Recommendations and Assurances 64

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At Vernon E. Greer Elementary, staff, families, and learners completed the California School Climate, Health, and Learning Surveys. Here is a summary of the April 2023 Main Reports:

Anti-Bullying Climate

82% of 5th grade learners and 94% of 6th grade learners indicated that grown-ups make it clear that bullying is not allowed.

79% of 5th grade learners and 70% of 6th grade learners indicated that if they tell a teacher, the teacher will do something to help.

School Environment, School Connectedness, and Academic Motivation

66% of 5th grade learners and 60% of 6th grade learners indicated that teachers and grown-ups at school care about them.

44% of 5th grade learners and 57% of 6th grade learners indicated that teachers and grown-ups at school listen when they have something to say.

46% of 5th grade learners and 53% of 6th grade learners indicated that teachers and grown-ups at school make an effort to get to know them.

62% of 5th grade learners and 56% of 6th grade learners indicated that adults who work at this school tell them they do a good job.

74% of 5th grade learners and 85% of 6th grade learners indicated that adults who work at this school believe that every student can be a success.

70% of 5th grade learners and 43% of 6th grade learners indicated that they feel like they are part of this school.

67% of 5th grade learners and 53% of 6th grade learners indicated that they feel safe at this school.

Social Emotional Health

72% of 5th grade learners and 72% of 6th grade learners indicated that they have belief in self.

64% of 5th grade learners and 68% of 6th grade learners indicated that they have belief in others.

77% of 5th grade learners and 72% of 6th grade learners indicated that they are persistent.

59% of 5th grade learners and 63% of 6th grade learners indicated that they have school supports.

68% of 5th grade learners and 72% of 6th grade learners indicated that they have peer supports.

63% of 5th grade learners and 68% of 6th grade learners indicated that they have the strength of empathy.

54% of 5th grade learners and 50% of 6th grade learners indicated that they feel optimistic.

74% of 5th grade learners and 57% of 6th grade learners indicated that they are thankful regarding school.

76% of 5th grade learners and 76% of 6th grade learners indicated that they have a growth mindset.

25% of 5th grade learners and 32% of 6th grade learners indicated that they have social emotional distress.

Promotion of Parent Involvement

90% of parents indicate this school promptly responds to phone calls, messages, or emails.

88% of parents indicate this school is welcoming to and facilitates parent involvement.

84% of parents indicate this school encourages parents to be active partners in educating their child.

98% of parents indicate that school staff treat parents with respect.
92% of parents indicate teachers at this school communicate with parents about what their children are expected to learn in class.
90% of parents indicate school staff take parents' concerns seriously.
96% of parents indicate this school is a safe place for their children.

Staff Working Environment

87% of staff indicate this is a supportive and inviting place for staff to work.
81% of staff indicate this school promotes trust and collegiality among staff.
94% of staff indicate this is a safe place for staff.
88% of staff indicate adults who work at this school have close professional relationships with one another.
94% of staff indicate adults who work at this school support and treat each other with respect.
97% of staff indicate adults who work at this school feel a responsibility to improve this school.

Based on the results of this survey and the results of local and state assessments, the following SPSA goals have been selected:

Vernon E. Greer Academic & Social Goals

"When planning lessons, we craft two types of goals — academic and social. Having dual goals ensure that we value how learners are working together and what they are learning are given equal attention during our teaching."

LCAP Goal 1:

Engaging the learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Learner Achievement Goals

Reading and Mathematics SBAC: Decreasing the number of learners who score below standard
Reading and Mathematics MAP: 100% of all learners will meet their growth goal
Reading and Mathematics MAP: 5% winter to winter cohort performance growth
District Reading Assessments: 10% winter to winter cohort performance growth
ELPAC: 100% of all learners will increase one level or maintain criterion (Level 4)

Reading Strategies/Activities:

Recognizing the impact of independent reading (Greer Problem of Practice)
Implementing 50% whole class and 50% small group Benchmark instruction
Implementing whole class SIPPS instruction in grades K-4 with Tier 2 small group instruction

Mathematics Strategies/Activities:

Implementing Building Thinking Classrooms
Implementing Tier 2 small group instruction

Writing Strategies/Activities:

Decreasing the number of learners who score below standard on the writing claim
Implementing consistent writing strategies to improve students' ability to independently produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

ELD Strategies/Activities:

Increasing the number of learners who RFEP

Implementing Integrated and Designated ELD instruction to develop the language needed to engage in grade-level literacy

Achievement Team Strategies/Activities:

Strengthening collective efficacy using tools to support the Achievement Teams process

Implementing consistent analysis of data to support instruction

Using meaningful evaluation and self-reflection to continuously improve classroom instruction

Providing, supporting, and participating in improvement opportunities

LCAP Goal 2:

Promoting whole learner development through social and emotional learning opportunities in a variety of environments.

Learner Achievement Goals

Chronic Absenteeism: Increase the number of learners attending 95% or more school days

Suspension Rate: Decrease the number of learners suspended by 10%

CalSCHLS Survey: Increase the number of learners, families, and staff responding positively on items related to safety, belonging, and engagement

PBIS Strategies/Activities:

Improving effectiveness, efficiency, and equity

Restorative Practices Strategies/Activities:

Building collaboration, respect, and positive behavior

Clifton Strengths Strategies/Activities:

Building upon what learners naturally do best

Caring School Community Circles Strategies/Activities:

Building a climate of kindness and caring

Second Step Curriculum Strategies/Activities:

Building a healthy community

Fostering Resilient Learners Strategies/Activities:

Creating a Trauma-Sensitive Classroom

Relationship, Responsibility, and Regulation Strategies/Activities:

Trauma-invested practices for fostering resilient learners

Permission To Feel Strategies/Activities:

Building an emotionally and psychologically safe learning environment

Calming Corners Strategies/Activities:

Integrating checking in and reflecting to support well being

Service Learning Strategies/Activities:

Community-based activities with structured preparation and reflection

Digital Citizenship Strategies/Activities:

Helping learners take ownership of their digital lives

Classroom Observations

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

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

During the 2022-2023 school year:

94 in-person teacher observations were completed.

11 teacher summary evaluations were completed.

3 self-evaluation rubrics were completed.

In addition, classified staff also receive a performance report:

23 performance reports were completed.

Three, CORE, classroom observations were completed in the area of SIPPS for each new teacher. Teachers and the CORE lead met after each observation for feedback related to routines and procedures.

4 teachers participated in this continuous learning cycle.

Three, CORE, classroom observations were completed in the area of SIPPS for each fourth grade teacher. Teachers and the CORE lead met after each observation for feedback related to routines and procedures.

3 teachers participated in this continuous learning cycle.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The Galt Joint Union Elementary School District measures content standards growth and achievement using several measures. The NWEA Measures of Academic Progress (MAP) is a computer-adaptive assessment that measures the growth and achievement of English Language Arts and mathematics. Each learner has a personalized path based on the Learning Continuum of skills embedded in the California Common Core State Standards. District reading, writing, and mathematics assessments are used to provide formative data. The California Assessment of Student Performance and Progress (CAASPP) is also used to monitor English Language Arts/literacy and mathematics to ensure that all learners are prepared for college and career. ELPAC is used to monitor English language proficiency progress.

GJUESD Organizational Consistencies:

- 1) Core reading instruction is provided by a credentialed teacher.
- 2) All learners receive Tier 1, grade-level reading and mathematics instruction.
- 3) All teachers will teach Benchmark Universe and Eureka Mathematics.
- 4) Some learners will receive Tier 2, targeted intervention.

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

Teachers use formative and summative assessment data from a variety of sources to make instructional decisions for each learner. In addition, formative and summative data are used to make decisions about school climate and safety, and professional development needs. Each Wednesday, grade-level teachers meet as a professional learning community (PLC) to monitor each learner's growth toward standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet Highly Qualified Teacher requirements.

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

Vernon E. Greer Elementary utilizes services of the District in advertising for vacancies. The District screens applicants in order to determine if applicants meet the definition of highly qualified. Only those candidates meeting that requirement will be recruited to interview. Teachers have had specialized training in the area of language development and literacy that supports our English Learners. Teachers provide designated and integrated ELD to all English Learners using research-based routines and strategies from CRLP Results: Academic Language and Literacy Instruction (RALLI). Greer teachers are also involved in the Next Generation Science Standards (NGSS) Early Implementation Initiative.

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

Professional development supports the successful implementation of the California Common Core State Standards with a focus on personalization. Teachers and support staff are encouraged to attend Learning Events that cater to their personal learning needs. Learning Events are determined by needs and held monthly. Our site Leadership Team, which consists of all staff members, plays an important part in the implementation of the personalization model and for increasing professional capacity. The District provides strategic release days, Take-Away Tuesdays, and early release Wednesdays for capacity building.

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

Principals are responsible for the ongoing monitoring and evaluation of effective instruction. Site administration conducts on-going mini observations. Mini-observations include written feedback and a face-to-face follow-up conversation. Teachers on Special Assignment foster a culture of collaboration and provide specific support designed to meet the needs of all Learners. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis.

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

All teachers participate in Professional Learning Community Meetings which focus on learner outcomes. A range of work is completed during the early release Wednesdays, including: looking at and analyzing learner performance data; lesson planning; developing learning supports with identified learner needs; and monitoring pacing guides in relation to the California Common Core Standards grade level expectations.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned with the California Common Core Standards and Next Generation Science Standards. District Curriculum Coaches provide continued unit and lesson development training to help calibrate grade-level expectations across the school district. Learners are provided differentiated instruction and support through the development and implementation of their Personalized Learning Plans.

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

The recommended instructional minutes for reading/language arts, mathematics, and physical education are met. Teachers submit daily schedules which are shared with administration and the District Office.

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

Learning supports are built into the school day and adjusted as needed throughout the year. Research-based interventions are based on formative assessments. Along with teachers, a cadre of eight instructional assistants (IAs) provide learning supports. Each K-3rd grade classroom receives an average of 90 minutes of instructional support per day.

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

Standards-aligned textbooks and instructional materials are available to all learners in every classroom.

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

All learners have access to the SBE adopted materials. Currently, learners have access to Benchmark Advance, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Eureka Math, California Reading & Literature Project RALLI materials, Next Generation Science Standards (NGSS) learning sequences, and blended learning programs.

Opportunity and Equal Educational Access

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

Learners that do not meet benchmarks receive assistance in the classroom through differentiated instruction and support from instructional assistants. Learners in need of support outside of the classroom have access to after school programs through the Extended Learning Program and Teacher Acceleration Blocks.

A comprehensive Multi-tiered System of Supports (MTSS) process is in place. The Greer Learner Supports Team is comprised of administration, teachers, and support staff. The team, along with the referring teacher, develop strategic supports that range from environmental and instructional accommodations to instruction of specific skills. Developing and providing learning supports is based on the whole child. The learner's strengths, talents, and interests are used to determine how best to meet individual needs. The teacher and team develop goals specific to outcomes desired. A team member is assigned as case manager to monitor and support the teacher and the learner. An actions grid is used for accountability.

During the 2022-2023 school year:

50 Learner Support meetings were completed.

70 Learner Student Study Team and Follow-Up SST meetings were completed.

80 School Attendance Review Team meetings were completed.

10 School Attendance Review Board meetings were completed.

2 Truancy Court hearings were completed.

16 Learner 504 Accommodation Plans were completed.

Evidence-based educational practices to raise student achievement

High impact instructional strategies are used to support personalized learning efforts.

Parental Engagement

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

Vernon E. Greer Elementary is fortunate to house a full-time School Based Mental Health and Wellness Clinician: Our clinician provides mental health and wellness services that foster pro-social skills and appropriate behavior; identifies the mental health and behavioral needs of students; assists in the development and delivery of school-wide mental health and wellness interventions, programs, and trainings.

Vernon E. Greer Elementary's school counselor develops, plans, and implements a school counseling and guidance program that includes academic, personal and social development.

Vernon E. Greer Elementary is currently interviewing for a full-time social worker. Our social worker implements programs which support all learners. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to staff, families, and learners. There is a focus on attendance intervention, developing behavior contracts, and providing on-going workshops for families and staff.

Vernon E. Greer Elementary is a recipient of State funds which provide for an after-school program. The Greer Extended Learning Program services learners Monday through Friday from 2:30 p.m.-6:00 p.m.

Health services are provided under the supervision of a qualified district school nurse. Vision screening, dental screening, hearing tests, first aid, and health counseling are among the services. The district nurse, along with our school health clerk, are available to address health problems that interfere with the learning process.

The Bright Future Learning Center (BFLC) technician provides enriching activities when learners and families visit. Learners may check out library books during their scheduled library time or during open library time.

Teachers and administration communicate regularly through face-to-face conversations, phone calls, emails, newsletters, and the site website. Additionally, a phone messaging system provides current school information to families.

We welcome volunteers in the classrooms and the school office. There are opportunities for families or community volunteers to assist.

During the 2022-2023 school year:

52% of Greer families used the Synergy ParentVue Portal in order to access information about their child's progress including class grades, attendance, and assessments.

We are honored to be a CalHOPE Focal School. This year, we have approximately \$16,000 to enhance site SEL practices.

The increase in adverse childhood experiences is due to a combination of factors:

- Isolation from peers and trusted adults
- Unmitigated exposure to bullying through social channels
- Extreme family stress due to stay-at-home orders, unemployment, and social unrest
- Premature autonomy and child neglect as families navigate competing priorities during school closures
- Fear of illness for oneself and the worry of losing a loved one

Goals:

Develop a plan for implementing social emotional learning school wide

Promote the development of students' social emotional learning competencies and nurture their sense of identity, agency, and belonging

Promote the development of adult SEL skills and capacity to implement SEL practices

To promote positive learning conditions that are safe, welcoming, inclusive, and restorative

Improve academic achievement

Reduce suspension

Reduce chronic absenteeism,

Reduce the need for Tier 2 and Tier 3 supports in school because of more robust Tier 1 supports

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

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) is made up of parents and facilitated by administration to advise the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline, and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

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

School Wide Program (SWP) funds will be utilized to provide support for all learners by providing for supplemental support and overall improvement of the school's educational program. Learners not meeting standards, including learners from the English Learner subgroup, Socioeconomically Disadvantaged subgroup, and Students with Disabilities benefit from the resources provided by state and federal funds including Supplemental Concentration, Title I, and Title III. Instructional assistants and bilingual instructional assistants support learners that need intervention in literacy and mathematics.

Fiscal support (EPC)

All categorical and targeted funds are aligned to LCAP and site goals. See site SPSA goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for learners failing to meet growth targets. Ongoing consultation with the site advisory group about student performance data, learner needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA.

Resource Inequities

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

No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	71	89	66
Grade 1	70	64	84
Grade 2	63	68	77
Grade3	63	73	70
Grade 4	56	61	86
Grade 5	76	55	61
Grade 6	79	62	57
Total Enrollment	478	472	501

Conclusions based on this data:

1. Site boundaries changed to ensure continued growth.
2. Overall enrollment increased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	115	109	99	24.10%	23.1%	19.8%
Fluent English Proficient (FEP)	19	15	14	4.0%	3.2%	2.8%
Reclassified Fluent English Proficient (RFEP)	15	21	33	2.5%	4.4%	6.6%

Conclusions based on this data:

1. Overall English Learner enrollment has decreased slightly.
2. The number of Fluent English Proficient learners increased by 1.8%
3. The number of R-FEP learners in 2022-23 increased by 2.2%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	71		0	71		0	71		0.0	100.0	
Grade 4	55	63		0	63		0	63		0.0	100.0	
Grade 5	73	57		0	57		0	57		0.0	100.0	
Grade 6	85	62		0	62		0	62		0.0	100.0	
All Grades	276	253		0	253		0	253		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.			21.13			18.31			28.17			32.39	
Grade 4		2455.			15.87			26.98			19.05			38.10	
Grade 5		2506.			21.05			26.32			31.58			21.05	
Grade 6		2498.			3.23			32.26			33.87			30.65	
All Grades	N/A	N/A	N/A		15.42			25.69			28.06			30.83	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.90			54.93			28.17	
Grade 4		15.87			77.78			6.35	
Grade 5		19.30			66.67			14.04	
Grade 6		16.13			58.06			25.81	
All Grades		17.00			64.03			18.97	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.49			47.89			36.62	
Grade 4		7.94			65.08			26.98	
Grade 5		14.04			63.16			22.81	
Grade 6		1.61			53.23			45.16	
All Grades		9.88			56.92			33.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68			69.01			18.31	
Grade 4		11.11			74.60			14.29	
Grade 5		7.02			84.21			8.77	
Grade 6		11.29			77.42			11.29	
All Grades		10.67			75.89			13.44	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.45			60.56			30.99	
Grade 4		6.35			76.19			17.46	
Grade 5		14.04			78.95			7.02	
Grade 6		11.29			80.65			8.06	
All Grades		9.88			73.52			16.60	

Conclusions based on this data:

1. The data shows not all learners are mastering grade-level standards in the area of English Language Arts/literacy.
2. The data shows we have the greatest percentage of learners at or near standard.
3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	71		0	71		0	71		0.0	100.0	
Grade 4	55	63		0	63		0	63		0.0	100.0	
Grade 5	73	57		0	57		0	57		0.0	100.0	
Grade 6	85	62		0	62		0	62		0.0	100.0	
All Grades	276	253		0	253		0	253		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2417.			16.90			21.13			33.80			28.17	
Grade 4		2446.			11.11			22.22			33.33			33.33	
Grade 5		2497.			15.79			26.32			24.56			33.33	
Grade 6		2499.			12.90			17.74			24.19			45.16	
All Grades	N/A	N/A	N/A		14.23			21.74			29.25			34.78	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.94			46.48			29.58	
Grade 4		11.11			53.97			34.92	
Grade 5		15.79			54.39			29.82	
Grade 6		11.29			43.55			45.16	
All Grades		15.81			49.41			34.78	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.31			53.52			28.17	
Grade 4		14.29			49.21			36.51	
Grade 5		10.53			66.67			22.81	
Grade 6		9.68			54.84			35.48	
All Grades		13.44			55.73			30.83	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.13			54.93			23.94	
Grade 4		19.05			57.14			23.81	
Grade 5		12.28			61.40			26.32	
Grade 6		12.90			62.90			24.19	
All Grades		16.60			58.89			24.51	

Conclusions based on this data:

1. The data shows not all learners are mastering grade-level standards in the area of Mathematics.
2. The data shows we have the greatest percentage of learners at or near standard.
3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1435.9	1422.4		1457.2	1442.4		1385.6	1375.7		25	21	
1	1455.9	1446.3		1474.4	1464.1		1436.9	1427.8		19	19	
2	1494.3	1504.1		1522.3	1510.3		1465.8	1497.2		12	18	
3	1482.4	1483.9		1488.8	1484.8		1475.5	1482.5		17	14	
4	*	1530.4		*	1543.8		*	1516.4		9	14	
5	1519.9	*		1512.3	*		1526.9	*		16	6	
6	1547.6	1541.4		1547.1	1536.5		1547.4	1546.1		14	14	
All Grades										112	106	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.00	9.52		40.00	33.33		40.00	47.62		8.00	9.52		25	21	
1	10.53	5.26		42.11	21.05		36.84	63.16		10.53	10.53		19	19	
2	16.67	16.67		50.00	61.11		33.33	16.67		0.00	5.56		12	18	
3	29.41	0.00		17.65	42.86		35.29	50.00		17.65	7.14		17	14	
4	*	28.57		*	57.14		*	14.29		*	0.00		*	14	
5	6.25	*		43.75	*		50.00	*		0.00	*		16	*	
6	28.57	21.43		50.00	42.86		21.43	28.57		0.00	7.14		14	14	
All Grades	17.86	15.09		40.18	41.51		34.82	36.79		7.14	6.60		112	106	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.00	28.57		36.00	19.05		24.00	42.86		8.00	9.52		25	21	
1	31.58	31.58		52.63	15.79		15.79	52.63		0.00	0.00		19	19	
2	41.67	50.00		58.33	33.33		0.00	16.67		0.00	0.00		12	18	
3	47.06	7.14		23.53	71.43		17.65	14.29		11.76	7.14		17	14	
4	*	64.29		*	28.57		*	7.14		*	0.00		*	14	
5	31.25	*		56.25	*		12.50	*		0.00	*		16	*	
6	50.00	42.86		50.00	42.86		0.00	14.29		0.00	0.00		14	14	
All Grades	40.18	37.74		42.86	33.02		12.50	26.42		4.46	2.83		112	106	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.00	0.00		24.00	23.81		40.00	52.38		28.00	23.81		25	21	
1	0.00	5.26		26.32	0.00		47.37	47.37		26.32	47.37		19	19	
2	0.00	11.11		50.00	44.44		16.67	22.22		33.33	22.22		12	18	
3	11.76	0.00		17.65	35.71		47.06	28.57		23.53	35.71		17	14	
4	*	7.14		*	35.71		*	35.71		*	21.43		*	14	
5	12.50	*		12.50	*		62.50	*		12.50	*		16	*	
6	14.29	7.14		35.71	50.00		42.86	28.57		7.14	14.29		14	14	
All Grades	8.04	5.66		27.68	31.13		41.96	35.85		22.32	27.36		112	106	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.00	33.33		72.00	61.90		4.00	4.76		25	21	
1	36.84	36.84		63.16	63.16		0.00	0.00		19	19	
2	50.00	44.44		50.00	55.56		0.00	0.00		12	18	
3	41.18	28.57		41.18	71.43		17.65	0.00		17	14	
4	*	57.14		*	42.86		*	0.00		*	14	
5	18.75	*		75.00	*		6.25	*		16	*	
6	28.57	21.43		64.29	64.29		7.14	14.29		14	14	
All Grades	34.82	36.79		58.93	60.38		6.25	2.83		112	106	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.00	19.05		48.00	66.67		16.00	14.29		25	21	
1	15.79	10.53		84.21	84.21		0.00	5.26		19	19	
2	41.67	61.11		58.33	38.89		0.00	0.00		12	18	
3	47.06	21.43		41.18	71.43		11.76	7.14		17	14	
4	*	78.57		*	21.43		*	0.00		*	14	
5	62.50	*		31.25	*		6.25	*		16	*	
6	85.71	71.43		14.29	21.43		0.00	7.14		14	14	
All Grades	48.21	43.40		44.64	50.94		7.14	5.66		112	106	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.00	0.00		80.00	80.95		16.00	19.05		25	21	
1	5.26	5.26		57.89	47.37		36.84	47.37		19	19	
2	25.00	22.22		41.67	55.56		33.33	22.22		12	18	
3	17.65	0.00		29.41	57.14		52.94	42.86		17	14	
4	*	7.14		*	71.43		*	21.43		*	14	
5	18.75	*		62.50	*		18.75	*		16	*	
6	14.29	7.14		35.71	57.14		50.00	35.71		14	14	
All Grades	13.39	7.55		54.46	62.26		32.14	30.19		112	106	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.00	9.52		40.00	61.90		44.00	28.57		25	21	
1	10.53	5.26		68.42	78.95		21.05	15.79		19	19	
2	0.00	27.78		66.67	61.11		33.33	11.11		12	18	
3	17.65	7.14		64.71	78.57		17.65	14.29		17	14	
4	*	21.43		*	57.14		*	21.43		*	14	
5	12.50	*		75.00	*		12.50	*		16	*	
6	35.71	14.29		64.29	85.71		0.00	0.00		14	14	
All Grades	14.29	16.98		63.39	66.98		22.32	16.04		112	106	

Conclusions based on this data:

1. ELPAC and SBAC data are closely aligned.
2. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.
3. All learners with an overall score of Level 4 were reclassified.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
472	61.4	23.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Vernon E. Greer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	23.1
Foster Youth		
Homeless	9	1.9
Socioeconomically Disadvantaged	290	61.4
Students with Disabilities	68	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian	3	0.6
Asian	10	2.1
Filipino	9	1.9
Hispanic	275	58.3
Two or More Races	15	3.2
Pacific Islander	1	0.2
White	153	32.4

Conclusions based on this data:

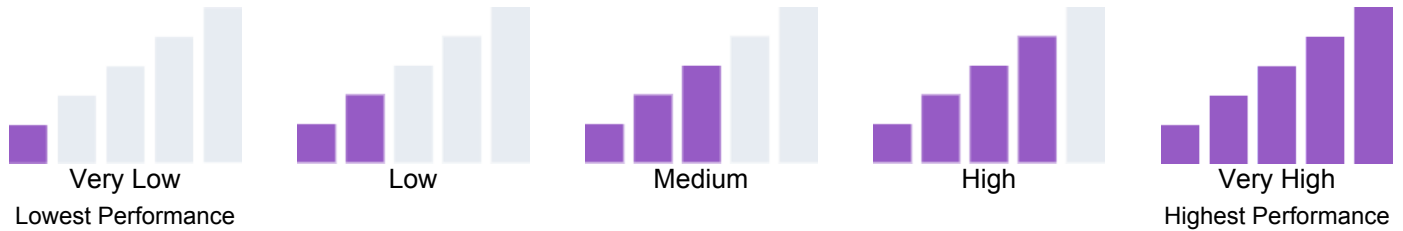
1. Socioeconomically Disadvantaged student group increased to 60%.
2. English Learners student group dropped to below 25%.

School and Student Performance Data

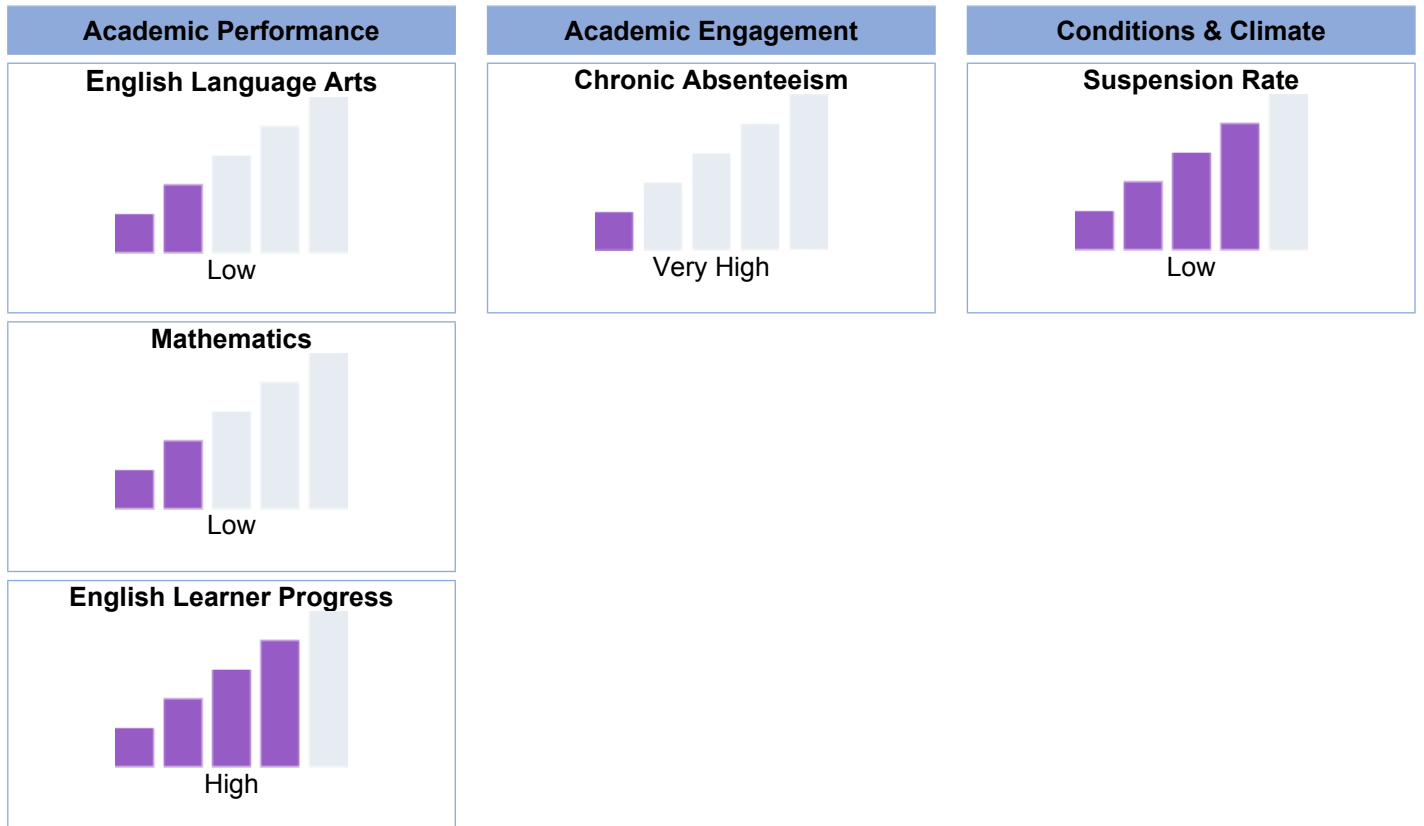
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. English Language Arts overall results are Low.
2. Mathematics overall results are Low.

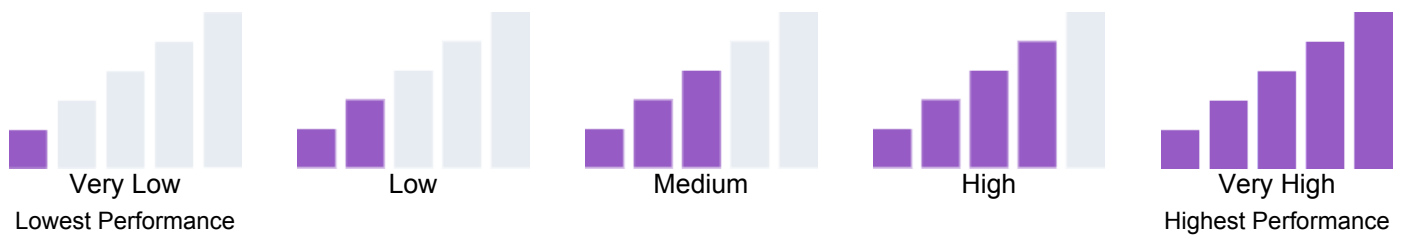
3. Chronic Absenteeism overall results are Very High which may account for overall Low performance in ELA and mathematics.

School and Student Performance Data

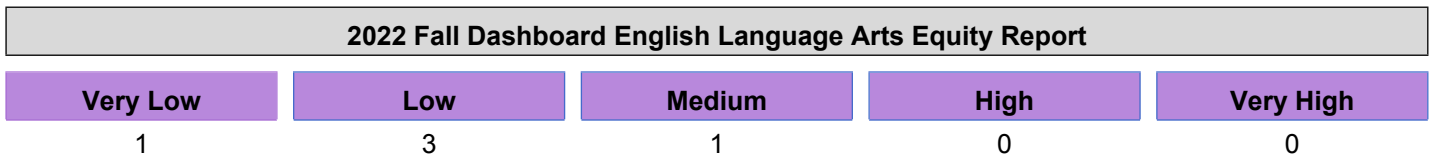
Academic Performance English Language Arts

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

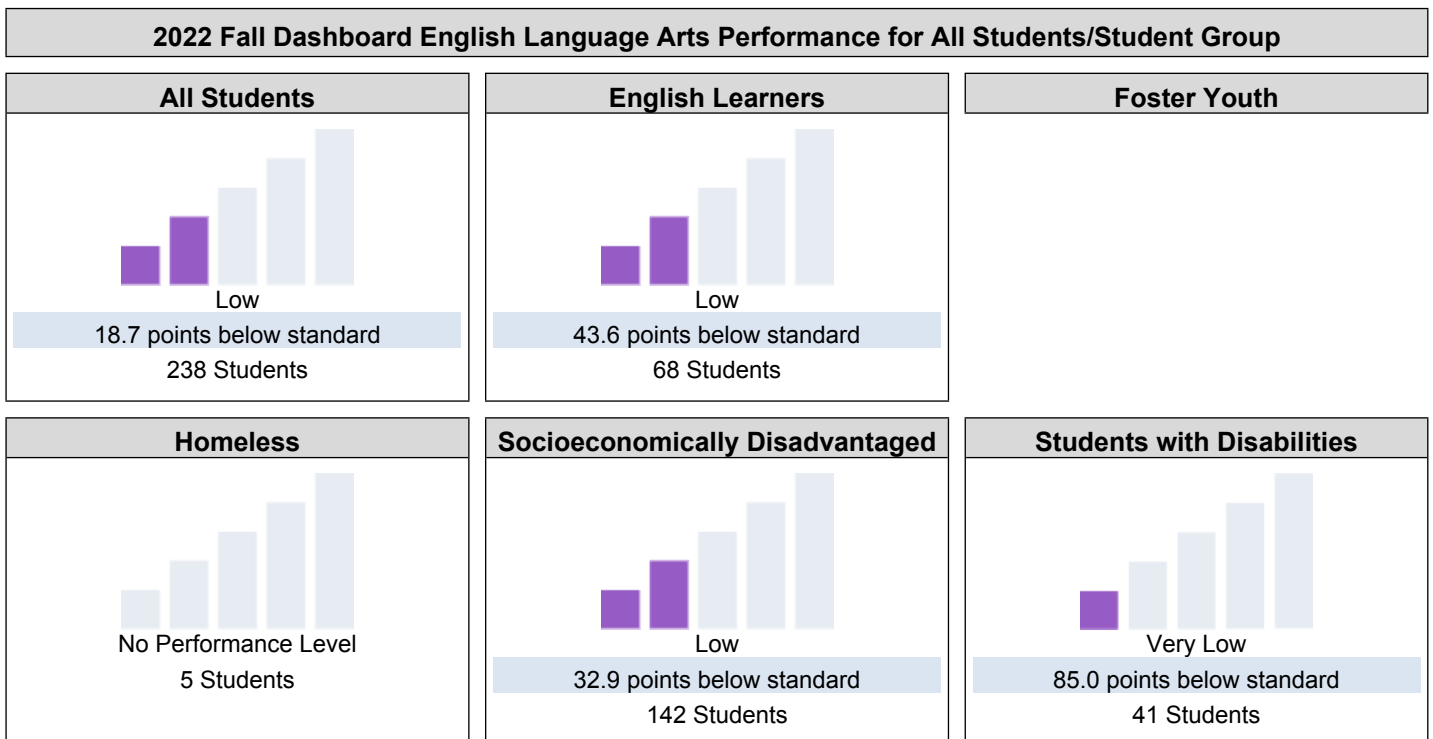
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



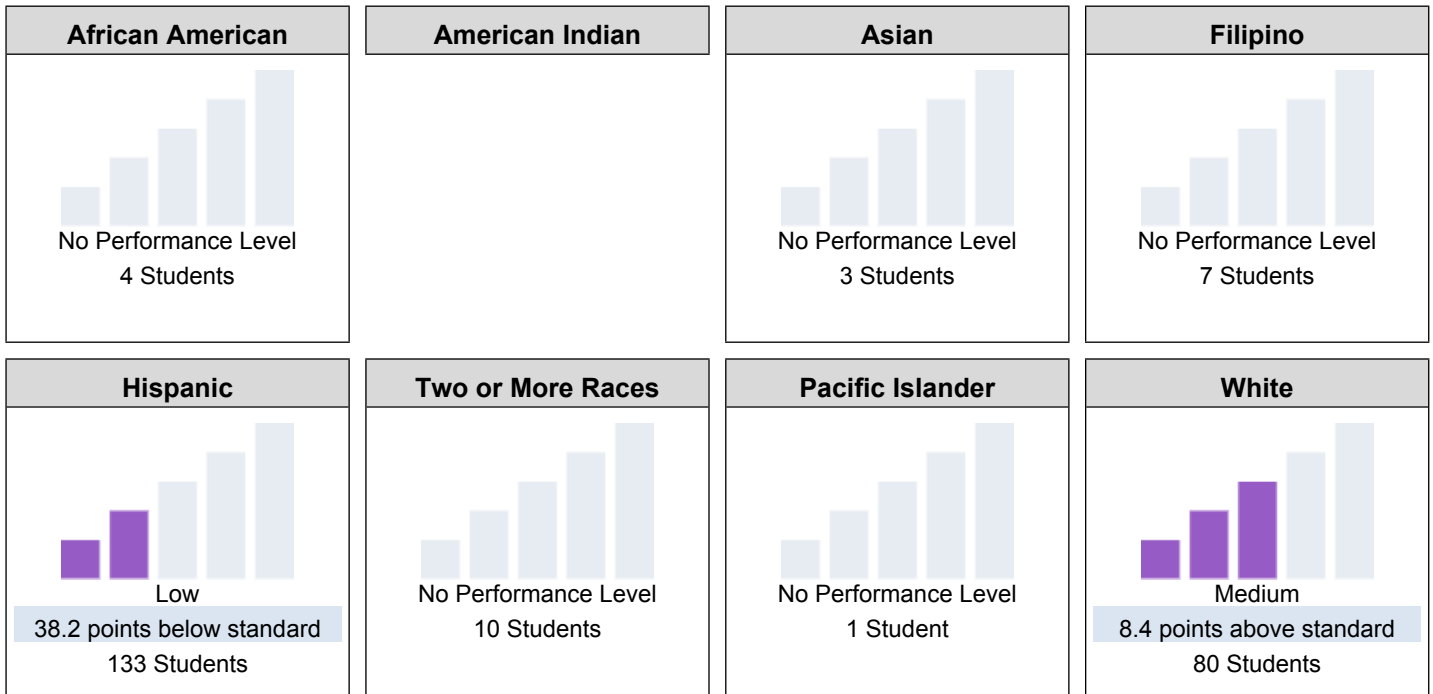
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.6 points below standard 39 Students	9.0 points above standard 29 Students	8.8 points below standard 162 Students

Conclusions based on this data:

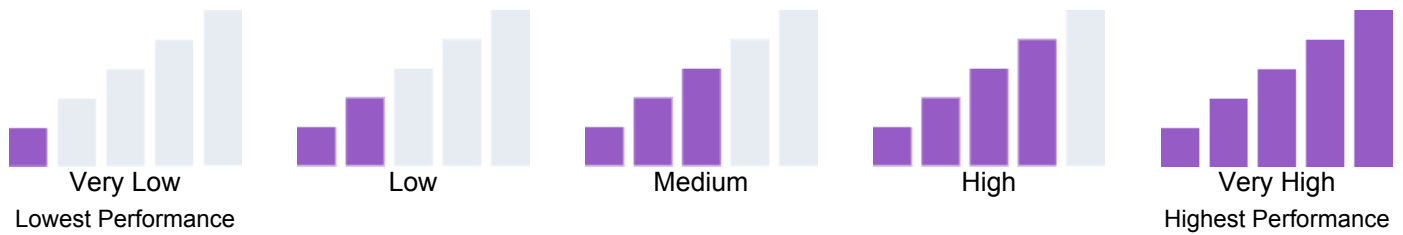
1. The Students with Disabilities group is Very Low.
2. All other student groups are Low.

School and Student Performance Data

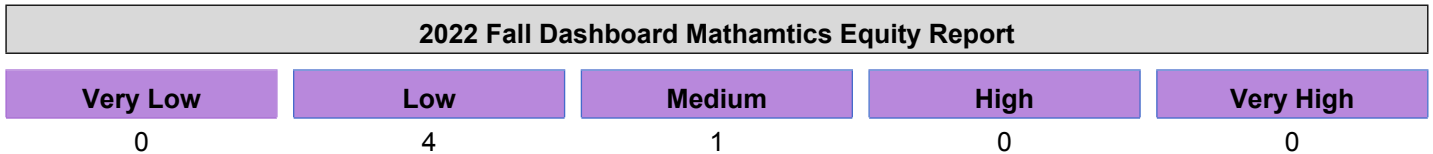
Academic Performance Mathematics

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

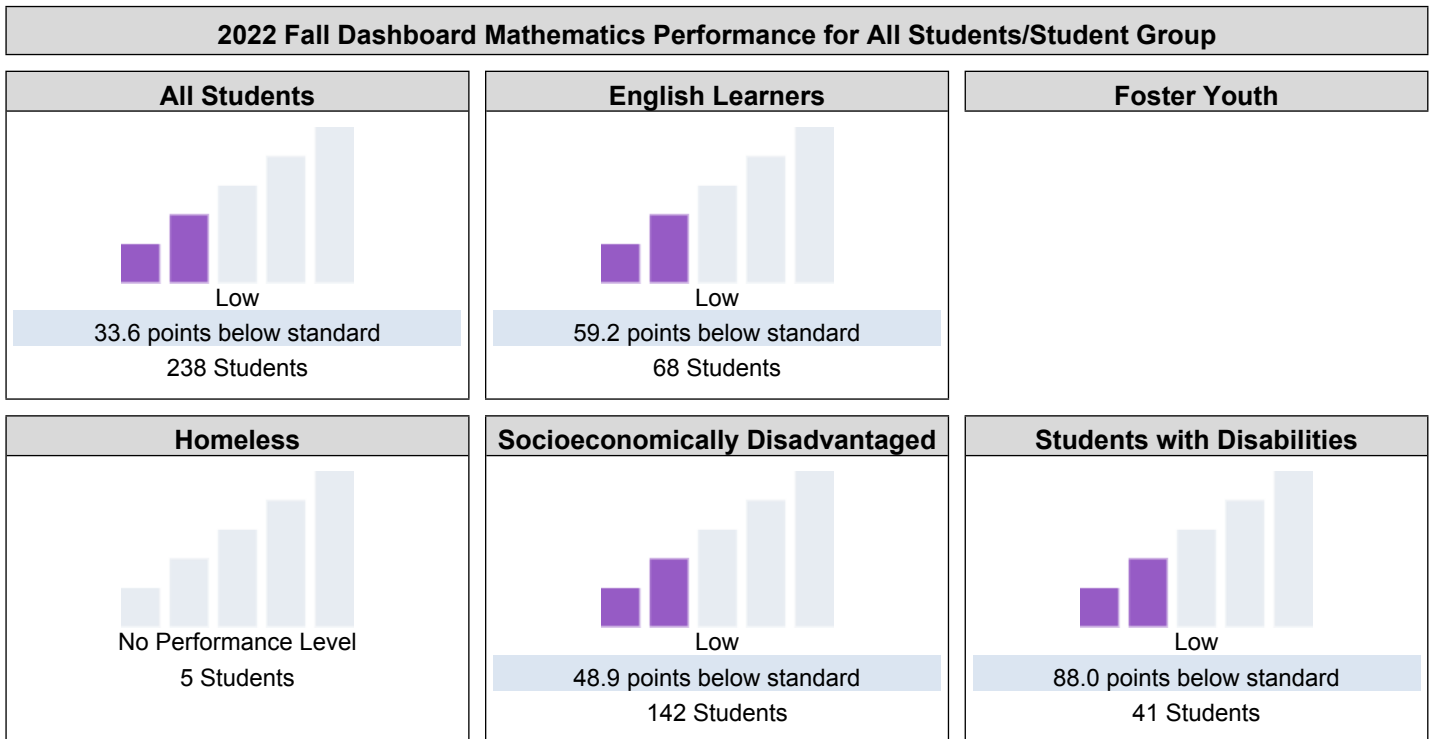
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



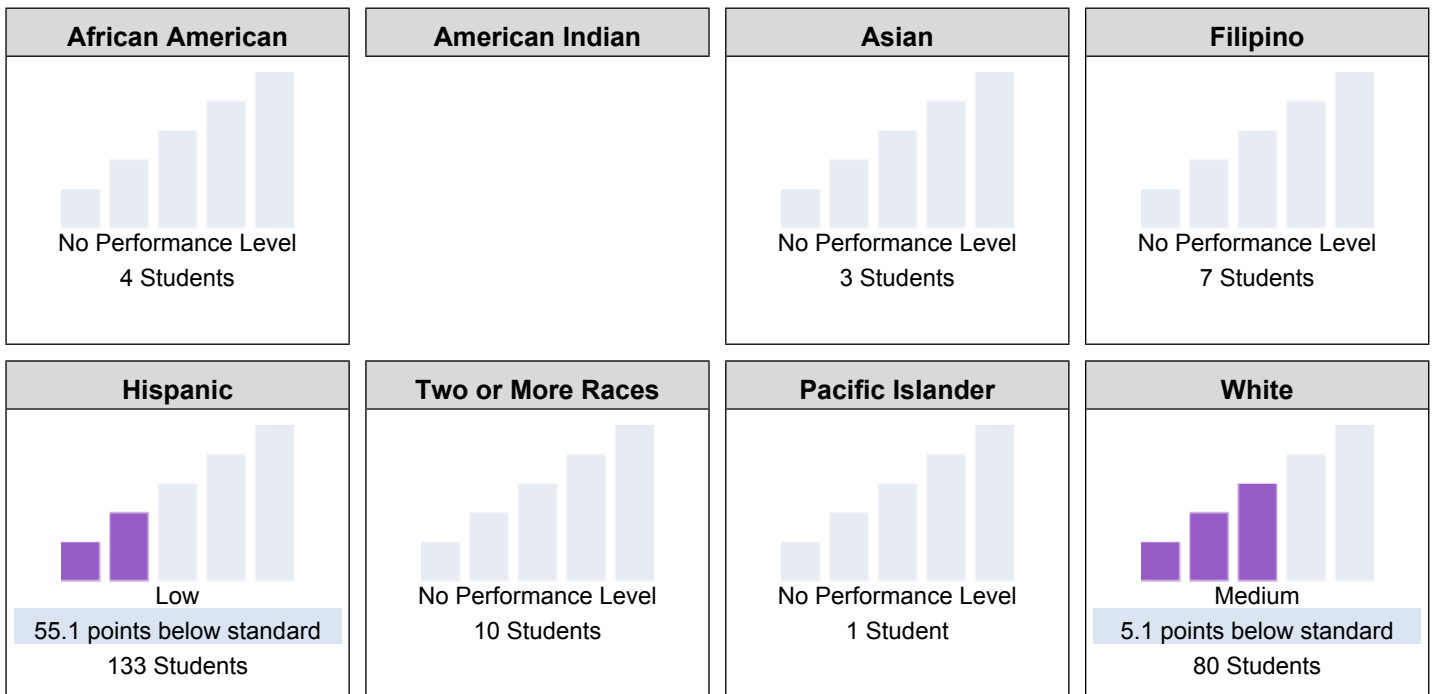
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>90.8 points below standard 39 Students</p>	<p>16.7 points below standard 29 Students</p>	<p>23.2 points below standard 162 Students</p>

Conclusions based on this data:

1. The English Learner Student Group increased.
2. The Socioeconomically Disadvantaged Student Group increased.
3. All Students increased 13 points, but are 11 points below the standard.

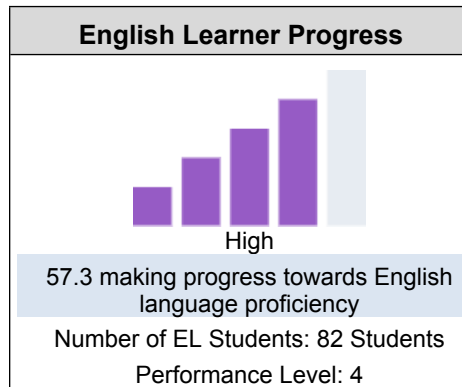
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.3%	24.4%	0.0%	57.3%

Conclusions based on this data:

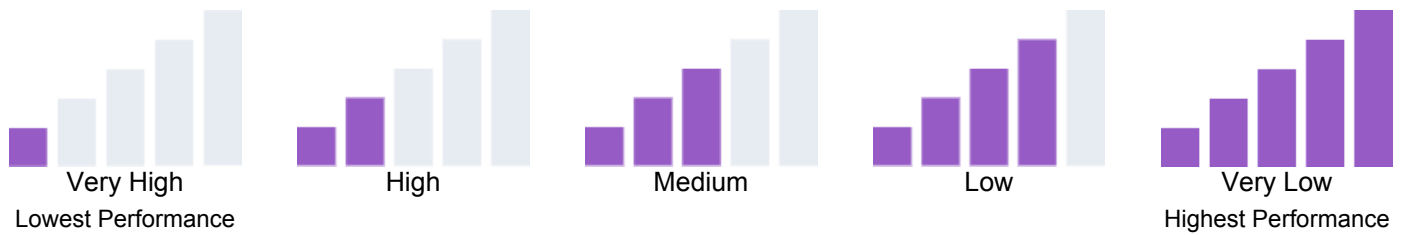
- Over 50% of learners progressed towards proficiency.
- All learners will continue to set goals in one or more of the four domains.

School and Student Performance Data

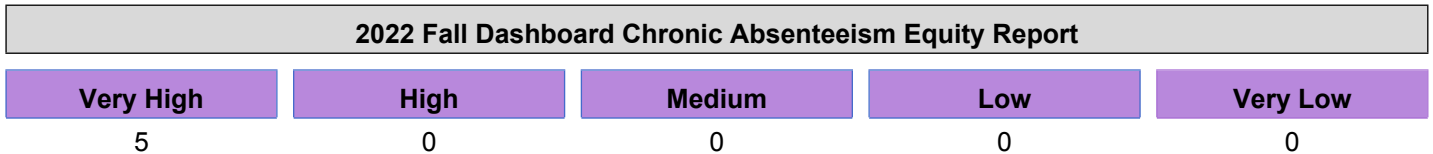
Academic Engagement Chronic Absenteeism

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

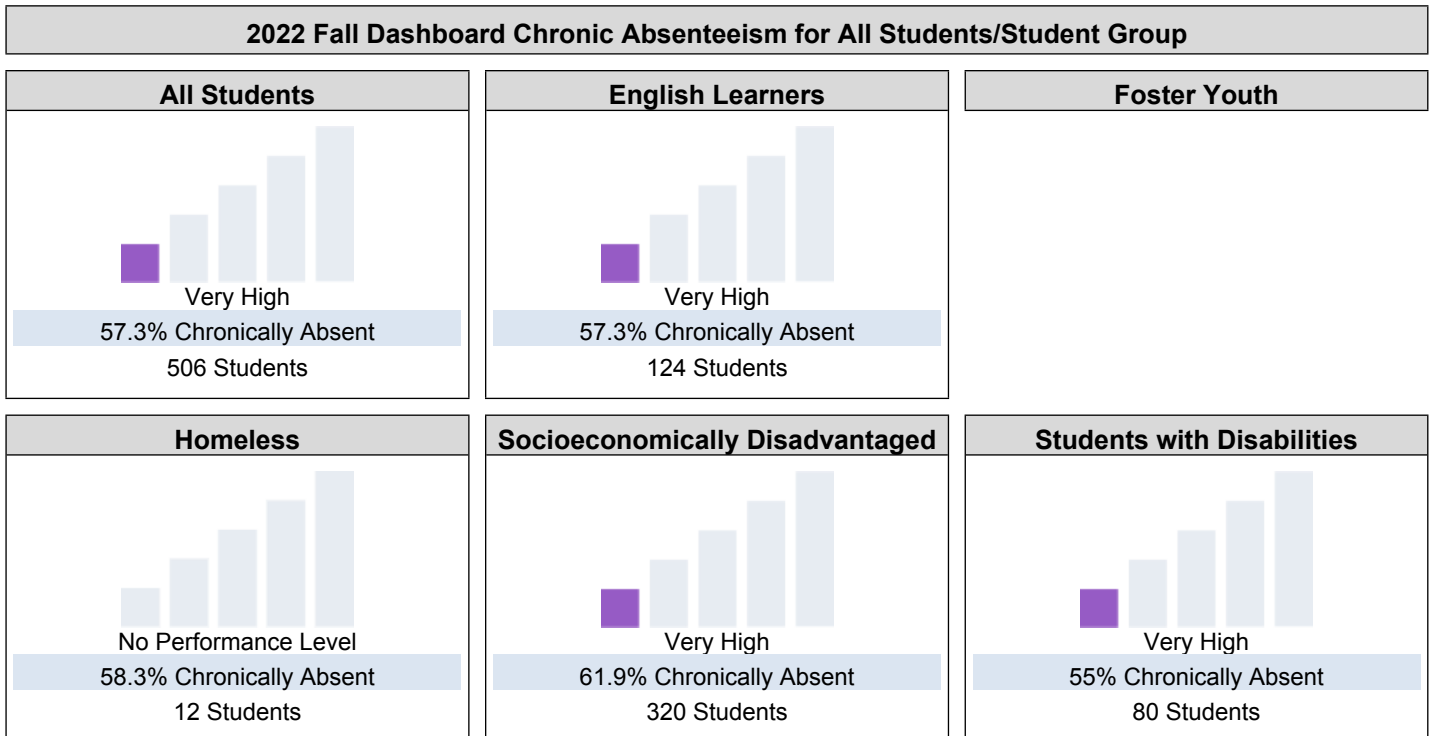
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



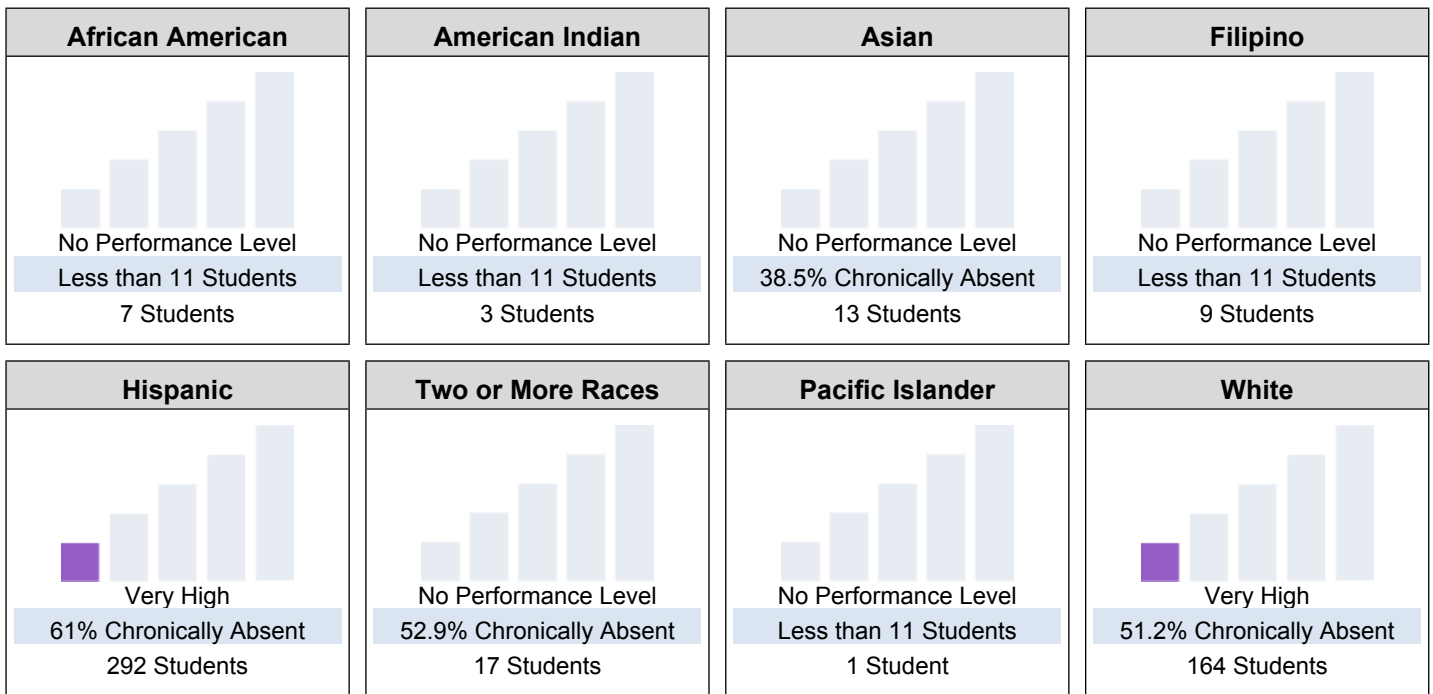
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

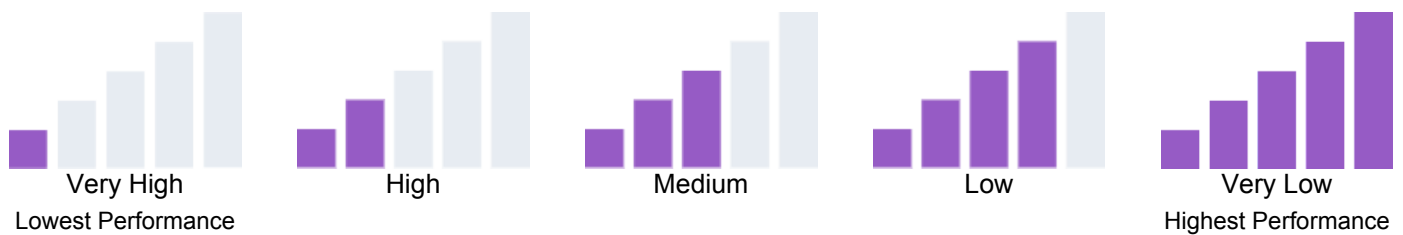
1. There is an overall increase in Chronic Absenteeism for All Students.

School and Student Performance Data

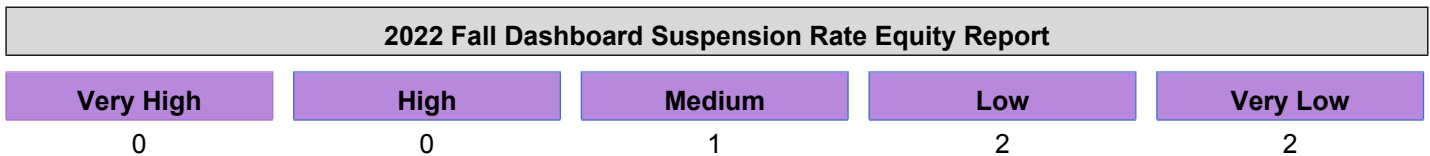
Conditions & Climate Suspension Rate

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

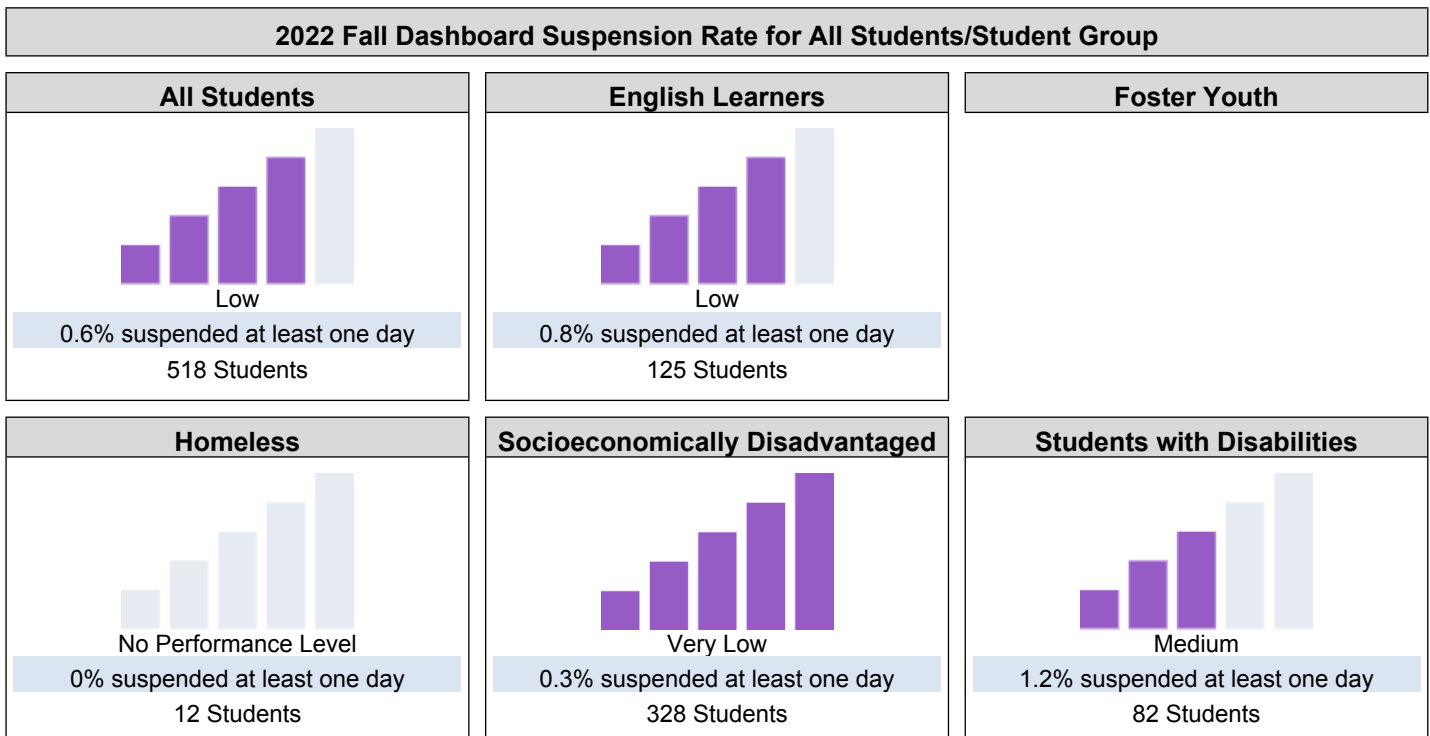
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



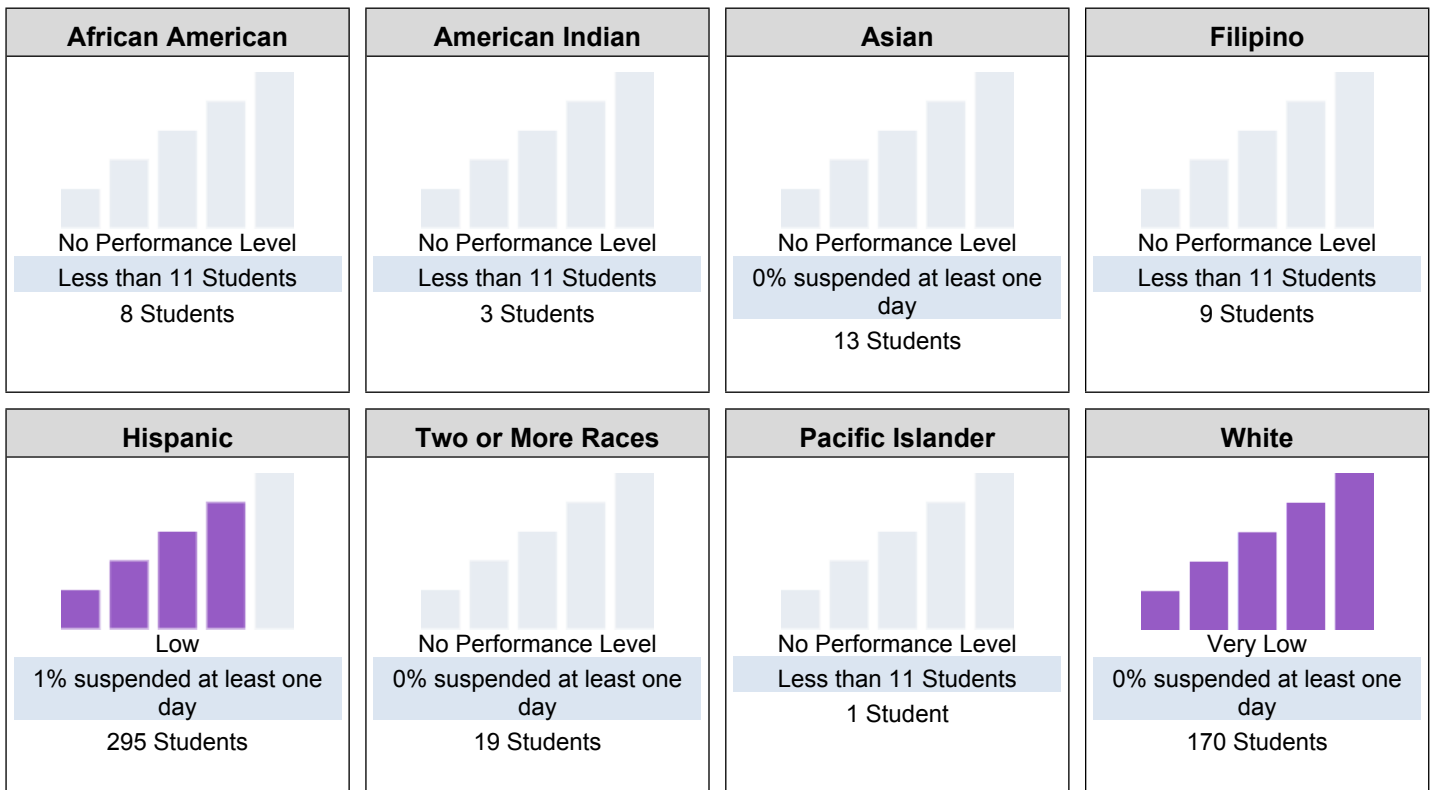
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- The White Student Group and the Hispanic Student Group remained very low or low.
- The suspension rate for Students with Disabilities was higher overall at "Medium".

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

Engaging the learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Goal 1

Engaging the learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Identified Need

Meeting the diverse needs of every learner through impactful teaching practices, high standards, and equitable resources.

Learner Achievement Goals

Reading and Mathematics SBAC: Decreasing the number of learners who score below standard

Reading and Mathematics MAP: 100% of all learners will meet their growth goal

Reading and Mathematics MAP: 5% winter to winter cohort performance growth

District Reading Assessments: 10% winter to winter cohort performance growth

ELPAC: 100% of all learners will increase one level or maintain criterion (Level 4)

Based on Winter to Winter DRA data listed below, there is a continued need to increase student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Based on Winter to Winter MAP data in the area of reading, there is a need to provide professional development to support the effective use of core curriculum. Deeper understanding of the connection between reading and writing, along with cycles of coaching/improvement are needed to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies are also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate. Additional support is needed with the analysis of reading data and the instructional implications that be drawn from data sets. Refreshers of reading standards and writing standards are needed at all grade levels.

Based on Winter to Winter MAP data in the area of mathematics, there is a need to provide professional development to support the effective use of core curriculum; deeper understanding of the mathematical practices; current research on effective strategies and identification of support materials for learners, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that are drawn from data sets. Refreshers of math standards, math practices, and both Eureka/CPM pacing guides are needed at all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year.</p>	<p>2020-2021 Grade-Level Baseline Spring DRA: Transitional Kindergarten: 5/12=42% Kindergarten: 17/55=31% First Grade: 36/68=53% Second Grade: 27/58=47% (12 of the learners that did not meet have been here since kindergarten.) Third Grade: 39/60=65%</p> <p>2021-2022 Grade-Level Actual Outcome Winter DRA: Kindergarten: 29% First Grade: 42% Second Grade: 41% Third Grade: 61%</p> <p>2022-2023 Grade-Level Winter Actual Outcome Winter DRA: Kindergarten: 58% First Grade: 67% Second Grade: 44% Third Grade: 69%</p>	<p>2023-2024 Grade-Level Winter DRA Expected Outcome: 80% Kindergarten: First Grade: 68% Second Grade: 77% Third Grade: 54%</p>
<p>The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Mathematics on Winter MAP will increase at least 5% each year.</p>	<p>2020-2021 Grade-Level Baseline Spring MAP: First Grade: 49% Second Grade: 42% Third Grade: 61% Fourth Grade: 70% Fifth Grade: 23% Sixth Grade: 37%</p> <p>2021-2022 Grade-Level Actual Outcome Winter MAP: All Learners: 33% First Grade: New 28% Second Grade: 39% Third Grade: 38% Fourth Grade: 34% Fifth Grade: 40% Sixth Grade: 20%</p> <p>2022-2023 Grade-Level Actual Outcome Winter MAP: All Learners: 37% First Grade: New 41%</p>	<p>2023-2024 Grade-Level Winter MAP Expected Outcome 60th percentile All Learners: 46% First Grade: New Second Grade: 46% Third Grade: 39% Fourth Grade: 46% Fifth Grade: 29% Sixth Grade: 38%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Second Grade: 34% Third Grade: 41% Fourth Grade: 49% Fifth Grade: 24% Sixth Grade: 33%	
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Reading on Spring MAP will increase at least 5% each year.	2020-2021 Grade-Level Baseline Spring MAP: First Grade: 23% Second Grade: 50% Third Grade: 69% Fourth Grade: 63% Fifth Grade: 29% Sixth Grade: 49% 2021-2022 Grade-Level Actual Outcome Winter MAP: All Learners: 40% First Grade: 35% Second Grade: 41% Third Grade: 44% Fourth Grade: 39% Fifth Grade: 53% Sixth Grade: 36% 2022-2023 Grade-Level Actual Outcome Winter MAP: All Learners: 41% First Grade: New 40% Second Grade: 32% Third Grade: 54% Fourth Grade: 41% Fifth Grade: 31% Sixth Grade: 51%	2023-2024 Grade-Level Winter MAP Expected Outcome 60th percentile All Learners: 42% First Grade: New Second Grade: 45% Third Grade: 37% Fourth Grade: 59% Fifth Grade: 46% Sixth Grade: 36%
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	2018-2019 California Dashboard: All Students: YELLOW 0.1 point above standard Maintained -1.7 points English Learners: YELLOW 10.8 points below standard Increased 5.9 points Socioeconomically Disadvantaged: ORANGE 13.9 points below standard	2023-2024 California Dashboard: All Students: 8.7 points below standard English Learners: 33.6 points below standard Socioeconomically Disadvantaged: 22.9 points below standard Students With Disabilities:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Declined 3 points</p> <p>Students With Disabilities: ORANGE 52 points below standard Maintained -2 points</p> <p>Hispanic: GREEN 1.9 points above standard Increased 3.1 points</p> <p>White: YELLOW 4.3 points below standard Declined 7.1 points</p> <p>2021-2022 California Dashboard:</p> <p>All Students: 18.7 points below standard</p> <p>English Learners: 43.6 points below standard</p> <p>Socioeconomically Disadvantaged: 32.9 points below standard</p> <p>Students With Disabilities: 85.0 points below standard</p> <p>Hispanic: 38.2 points below standard</p> <p>White: 8.4 points above standard</p>	<p>75.0 points below standard</p> <p>Hispanic: 28.2 points below standard</p> <p>White: 18.4 points above standard</p>
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>2018-2019 California Dashboard:</p> <p>All Students: YELLOW 16.9 points below standard Declined 5.6 points</p> <p>English Learners: ORANGE 33.5 points below standards Declined 9.7 points</p>	<p>2023-2024 California Dashboard:</p> <p>All Students: 23.6 points below standard</p> <p>English Learners: 49.2 points below standards</p> <p>Socioeconomically Disadvantaged: 38.9 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Socioeconomically Disadvantaged: ORANGE 31.3 points below standard Declined 9.7 points</p> <p>Students With Disabilities: YELLOW 44.2 points below standard Increased 10.9 points</p> <p>Hispanic: YELLOW 18.7 points below standard Declined 3.6 points</p> <p>White: YELLOW 14.5 points below standard Declined 6.7 points</p> <p>2021-2022 California Dashboard:</p> <p>All Students: 33.6 points below standard</p> <p>English Learners: 59.2 points below standards</p> <p>Socioeconomically Disadvantaged: 48.9 points below standard</p> <p>Students With Disabilities: 24.2 points below standard</p> <p>Hispanic: 55.1 points below standard</p> <p>White: 5.1 points below standard</p>	<p>Students With Disabilities: 14.2 points below standard</p> <p>Hispanic: 45.1 points below standard</p> <p>White: 4.9 points above standard</p>
<p>The participation rate of 3rd-8th grade Students With Disabilities taking the the Mathematics & ELA CAASPP will meet or exceed 95%.</p>	<p>2018-2019 California Dashboard: ELA Participation Rate: 88% Math Participation Rate: 88%</p> <p>2021-2022 California Dashboard: ELA Participation Rate: 88% Math Participation Rate: 88%</p>	<p>2023-2024 Expected Outcome: ELA Participation Rate: 95% Math Participation Rate: 95%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	<p>2019 California Dashboard: 49.4/81=60% making progress towards English language proficiency</p> <p>2021-2022: 70% making progress towards English language proficiency</p>	2022-2023 Expected Outcome: 70% making progress towards English language proficiency
English Learner reclassification rate will increase at least 1% each year.	<p>2019-2020 Baseline: 15/115 Reclassification rate = 13%</p> <p>2021-2022 Actual Outcome: 22/115 Reclassification rate = 19%</p>	2023-2024 Expected Outcome: 20% reclassified
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	<p>2020-2021 Baseline: 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2023 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%
Students utilizing technological resources in order to support academic growth will be maintained at 100%.	<p>2020-2021 Baseline: 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2023 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%
Misassignments of teachers will remain at 0.	<p>2020-2021 Baseline: 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2022 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	<p>2020-2021 Baseline: 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2023 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated.	<p>2020-2021 Baseline: Maintained 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2023 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%
Parent CalSCHL survey will be completed by a minimum of 120 families with an increase of 10% each year.	<p>2020-2021 Baseline: 136 families responded</p> <p>2021-2022 Actual Outcome: 46 families responded</p> <p>2022-2023 Actual Outcome: 58 families responded</p>	2023-2024 Expected Outcome: 120 families
Parent use of SIS Parent View will increase 10% annually.	<p>2020-2021: 0% (New SIS System Fall 2021)</p> <p>2021-2022 Baseline: 57% of families</p> <p>2022-2023 Actual Outcome: 52% of families</p>	2023-2024 Expected Outcome: 62% of families
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites.	<p>2020-2021 Baseline: FAIR</p> <p>2021-2022 Actual outcome: GOOD</p> <p>2022-2023 Actual Outcome: FAIR</p>	2023-2024 Expected Outcome: GOOD

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Reading Strategies/Activities:
 Recognizing the impact of independent reading Greer Problem of Practice
 Implementing 50% whole class and 50% small group Benchmark instruction
 Implementing whole class SIPPS instruction in grades K-4 with Tier 2 small group instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,135.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
2,300.00	Title I 4000-4999: Books And Supplies Independent Reading Books - Classroom Libraries
300.00	LCFF - Supplemental 4000-4999: Books And Supplies Independent Reading Books - Classroom Libraries
87,889.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants and Bilingual Instructional Assistants
51,732	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
10,640.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
2000.00	LCFF - Supplemental 4000-4999: Books And Supplies SIPPS 4th Edition
7000.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Mathematics Strategies/Activities:
Implementing Building Thinking Classrooms
Implementing Tier 2 small group instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400.00	Title I 4000-4999: Books And Supplies K-1 Happy Numbers
1,000.00	Title I 4000-4999: Books And Supplies Building Thinking Classrooms
200.00	Title I 4000-4999: Books And Supplies Math Manipulatives
300.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Math Talk Observations Substitute

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Writing Strategies/Activities:
Decreasing the number of learners who score below standard on the writing claim
Implementing consistent writing strategies to improve students' ability to independently produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

ELD Strategies/Activities:
 Increasing the number of learners who RFEP
 Implementing Integrated and Designated ELD instruction to develop the language needed to engage in grade-level literacy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Achievement Team Strategies/Activities:
 Strengthening collective efficacy using tools to support the Achievement Teams process
 Implementing consistent analysis of data to support instruction
 Using meaningful evaluation and self-reflection to continuously improve classroom instruction
 Providing, supporting, and participating in improvement opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

100.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subitizing Training
300.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Fred Jones Training
1200.00	LCFF - Supplemental 4000-4999: Books And Supplies Academic Conversations
100.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries PBIS Training

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Vernon E. Greer classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Vernon E. Greer met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2023-2024. Staff will be provided with the resources and tools to support an increase in reading, writing, and mathematics performance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

Promoting whole learner development through social and emotional learning opportunities in a variety of environments.

Goal 2

Promoting whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

Meeting the diverse needs of every learner for motivation, social connectedness, and self-regulation as prerequisites for learning.

Learner Achievement Goals

Chronic Absenteeism: Increase the number of learners attending 95% or more school days

Suspension Rate: Decrease the number of learners suspended by 10%

CalSCHLS Survey: Increase the number of learners, families, and staff responding positively on items related to safety, belonging, and engagement

Based on the data listed below, Vernon E. Greer will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, family notification, and access to appropriate support personnel. A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions. Our site school counselor and mental health clinician will continue to provide service to learners, families, and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance rate will increase to 96% or greater.	2018-2019 Daily Attendance Rate: 94.5% 2022-April 2023 Daily Attendance Rate Outcome: 91.47%% daily attendance rate	2023-2024 Daily Attendance Rate Expected Outcome: 96% daily attendance rate
Chronic absenteeism rate will decrease by 1% or greater for every student subgroup.	2019-2020 California Dashboard:	2023-2024 California Dashboard Expected Outcome:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All Students: ORANGE 16.7% - Increased 1%</p> <p>English Learners: YELLOW 17.9% - Declined 1.9%</p> <p>Socioeconomically Disadvantaged: RED 21.8 - Maintained +0.3%</p> <p>Students With Disabilities: RED 26.7% - Increased 2%</p> <p>Hispanic: ORANGE 17.2% - Increased 1.2%</p> <p>White: ORANGE 16.3% - Increased 1.6%</p> <p>2021-2022 California Dashboard: District Data All Students: 169/504=34%</p> <p>2021-2022 California Dashboard Actual Outcome for Greer: All Students: 57.3% Chronically Absent English Learners: 57.3% Chronically Absent Homeless: 58.3% Chronically Absent Socioeconomically Disadvantaged: 61.9% Chronically Absent Students With Disabilities: 55% Chronically Absent Hispanic: 61% Chronically Absent White: 51.2% Chronically Absent</p>	<p>All Students: 56.3% Chronically Absent</p> <p>English Learners: 56.3% Chronically Absent</p> <p>Homeless: 57.3% Chronically Absent</p> <p>Socioeconomically Disadvantaged: 60.9% Chronically Absent</p> <p>Students With Disabilities: 54% Chronically Absent</p> <p>Hispanic: 60% Chronically Absent</p> <p>White: 50.2% Chronically Absent</p>
<p>Overall suspension rate will decrease by 1% or greater for every student subgroup.</p>	<p>2019-2020 California Dashboard Actual Outcome: All Students: ORANGE 2.8% - Increased 0.7%</p> <p>English Learners: ORANGE 2.6% - Increased 0.9%</p> <p>Socioeconomically Disadvantaged: RED 3.8% - Increased 2.2%</p> <p>Students With Disabilities: YELLOW 2.6% - Maintained - 0.2%</p>	<p>2023-2024 California Dashboard Expected Outcome: All Students: 0% suspended at least one day</p> <p>English Learners: 0% suspended at least one day</p> <p>Homeless: 0% suspended at least one day</p> <p>Socioeconomically Disadvantaged: 0% suspended at least one day</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Hispanic: ORANGE 2.9% - Increased 1.5% White: ORANGE 3.4% - Maintained -0.2%</p> <p>2021-2022 California Dashboard: Actual Outcome- District Data All Students: 3 English Learners: 0 Socioeconomically Disadvantaged: 2 Students With Disabilities: 1 Hispanic: 3 White: 0</p> <p>2021-2022 California Dashboard Actual Outcome for Greer: All Students: 0.6% suspended at least one day English Learners: 0.8% suspended at least one day Homeless: 0% suspended at least one day Socioeconomically Disadvantaged: 0.3% suspended at least one day Students With Disabilities: 1.2% suspended at least one day Hispanic: 1% suspended at least one day White: 0% suspended at least one day</p>	<p>Students With Disabilities: 0.2% suspended at least one day Hispanic: 0% suspended at least one day White: 0% suspended at least one day</p>
<p>Overall expulsion rate will decrease by 1% or greater for every subgroup.</p>	<p>2019-2020 District Data Baseline All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities: 0 Hispanic: 0 White: 0</p> <p>2021-2022 District Data Actual Outcome: All Students: 1</p>	<p>2023-2024 California Dashboard Expected Outcome: All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities: 0 Hispanic: 0 White: 0</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 1 White: 0</p> <p>2021-2022 California Dashboard Actual Outcome for Greer: All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 0 White: 0</p>	
<p>Percentage of parents responding Strongly Agree and Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%.</p>	<p>2021-2022 Fall Survey Results: 84% indicate clean and well-maintained facilities and properties. 32% of families indicate promotion of parental involvement. 48% of families indicate communication with parents at school. 27% indicate parent involvement in school.</p> <p>2022-2023 Fall Survey Results Actual Outcome: 67% of families indicate the school actively seeks the input of parents before making important decisions. 75% of families indicate all students are given opportunities to help other people, the school, or the community. 68% of families indicate that the school provides quality counseling or other ways to help students with social and emotional needs. 64% of families indicate that the school communicates the</p>	<p>2023-2024 Fall Survey Results Expected Outcome: 72% of families indicate the school actively seeks the input of parents before making important decisions. 80% of families indicate all students are given opportunities to help other people, the school, or the community. 73% of families indicate that the school provides quality counseling or other ways to help students with social and emotional needs. 69% of families indicate that the school communicates the importance of respecting different cultural beliefs and practices. 66% of families indicate that the school provides instructional materials that reflect their child's culture, ethnicity, and identity. 81% of families indicate that the school enforces school rules equally. 62% of families indicate that the school has quality</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>importance of respecting different cultural beliefs and practices.</p> <p>61% of families indicate that the school provides instructional materials that reflect their child's culture, ethnicity, and identity.</p> <p>76% of families indicate that the school enforces school rules equally.</p> <p>57% of families indicate that the school has quality programs for their child's talents, gifts, or special needs.</p> <p>77% of families indicate that the school has support staff available if needed.</p> <p>64% of families indicate that the school provides parents with advice and resources to support their child,s social and emotional needs.</p>	<p>programs for their child's talents, gifts, or special needs.</p> <p>82% of families indicate that the school has support staff available if needed.</p> <p>69% of families indicate that the school provides parents with advice and resources to support their child,s social and emotional needs.</p>
<p>Percentage of students in grades 5 and 6 responding "Yes, most OR all of the time" on the annual CalSCHLS Survey will increase/decrease at least 5% in areas that are below 85%.</p>	<p>2021-2022 Fall Survey Results Actual Outcome:</p> <p>67% of 5th grade learners and 67% of 6th grade learners indicate there are caring adults in school.</p> <p>81% of 5th grade learners and 84% of 6th grade learners indicate high expectations from adults.</p> <p>32% of 5th grade learners and 27% of 6th grade learners indicate meaningful participation at school.</p> <p>62% of 5th grade learners and 64% of 6th grade learners indicate school connectedness.</p> <p>81% of 5th grade learners and 76% of 6th grade learners indicate academic motivation.</p> <p>62% of 5th grade learners and 78% of 6th grade learners indicate social and emotional learning supports.</p>	<p>2023-2024 Fall Survey Results Expected Outcome:</p> <p>57% of 5th grade learners and 62% of 6th grade learners indicate there are caring adults in school.</p> <p>83% of 5th grade learners and 81% of 6th grade learners indicate high expectations from adults.</p> <p>42% of 5th grade learners and 40% of 6th grade learners indicate meaningful participation at school.</p> <p>71% of 5th grade learners and 70% of 6th grade learners indicate school connectedness.</p> <p>81% of 5th grade learners and 77% of 6th grade learners indicate academic motivation.</p> <p>69% of 5th grade learners and 64% of 6th grade learners indicate social and emotional learning supports.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>65% of 5th grade learners and 68% of 6th grade learners indicate fairness.</p> <p>21% of 5th grade learners and 33% of 6th grade learners indicate violence victimization.</p> <p>78% of 5th grade learners and 74% of 6th grade learners indicate an anti-bullying climate.</p> <p>76% of 5th grade learners and 76% of 6th grade learners indicate parent involvement in schooling.</p> <p>2022-2023 Fall Survey Results Actual Outcome:</p> <p>52% of 5th grade learners and 57% of 6th grade learners indicate there are caring adults in school.</p> <p>78% of 5th grade learners and 76% of 6th grade learners indicate high expectations from adults.</p> <p>37% of 5th grade learners and 35% of 6th grade learners indicate meaningful participation at school.</p> <p>66% of 5th grade learners and 65% of 6th grade learners indicate school connectedness.</p> <p>76% of 5th grade learners and 72% of 6th grade learners indicate academic motivation.</p> <p>64% of 5th grade learners and 59% of 6th grade learners indicate social and emotional learning supports.</p> <p>64% of 5th grade learners and 59% of 6th grade learners indicate fairness.</p> <p>37% of 5th grade learners and 29% of 6th grade learners indicate violence victimization.</p> <p>66% of 5th grade learners and 63% of 6th grade learners indicate an anti-bullying climate.</p>	<p>69% of 5th grade learners and 65% of 6th grade learners indicate fairness.</p> <p>42% of 5th grade learners and 34% of 6th grade learners indicate violence victimization.</p> <p>71% of 5th grade learners and 68% of 6th grade learners indicate an anti-bullying climate.</p> <p>73% of 5th grade learners and 82% of 6th grade learners indicate parent involvement in schooling.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	68% of 5th grade learners and 77% of 6th grade learners indicate parent involvement in schooling.	
At least 65% of the students served in Summer will be students from the unduplicated students' group (Low SES, EL, foster).	<p>2021 Summer Unduplicated Student Group Participation: English Learners: 59/199=30% Foster/Homeless: 10/199=5% Socioeconomically Disadvantaged: 77/199=39%</p> <p>2022 Summer Unduplicated Student Group Participation: To Be Determined</p> <p>2022-2023 Unduplicated Student Group Participation: 33/40=83%</p>	2023-2024 Unduplicated Student Group Participation Expected Outcome: 65%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

PBIS Strategies/Activities:
Improving effectiveness, efficiency, and equity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

Title I
4000-4999: Books And Supplies
Behavior Incentives

2500.00

LCFF - Supplemental
4000-4999: Books And Supplies
Attendance Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Restorative Practices Strategies/Activities:
Building collaboration, respect, and positive behavior

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Clifton Strengths Strategies/Activities:
Building upon what learners naturally do best

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000.00

LCFF - Supplemental
4000-4999: Books And Supplies
Strengths Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Caring School Community Circles Strategies/Activities:
Building a climate of kindness and caring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000.00

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Caring School Community Kits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Second Step Curriculum Strategies/Activities:
Building a healthy community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title I
4000-4999: Books And Supplies
Second Step Curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Fostering Resilient Learners Strategies/Activities:
Creating a Trauma-Sensitive Classroom

Relationship, Responsibility, and Regulation Strategies/Activities:
Trauma-invested practices for fostering resilient learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCFF - Supplemental
4000-4999: Books And Supplies
Relationship, Responsibility, and Regulation
Book Study

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Permission To Feel Strategies/Activities:
Building an emotionally and psychologically safe learning environment
Adult Social Emotional Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Calming Corners Strategies/Activities:
Integrating checking in and reflecting to support well being

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCFF - Supplemental
4000-4999: Books And Supplies
Calming Corner Tools

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Service Learning Strategies/Activities:
Community-based activities with structured preparation and reflection

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Title I
4000-4999: Books And Supplies
Grade-Level Project Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Digital Citizenship Strategies/Activities:
Helping learners take ownership of their digital lives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Vernon E. Greer classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Vernon E. Greer met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement the strategies/activities.

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

This goal and strategies/activities will continue in 2023-2024. Staff will be provided with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$67,745.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$204,296.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$43,235.00
Title III	\$10,640.00

Subtotal of additional federal funds included for this school: \$53,875.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$150,421.00

Subtotal of state or local funds included for this school: \$150,421.00

Total of federal, state, and/or local funds for this school: \$204,296.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	55,940.00	12,705.00
Title I Part A: Parent Involvement	1,165.00	1,165.00
LCFF - Supplemental	126,376.00	-24,045.00
Title III	10,640.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	150,421.00
Title I	43,235.00
Title III	10,640.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	100.00
2000-2999: Classified Personnel Salaries	180,096.00
4000-4999: Books And Supplies	24,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	140,321.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,000.00
2000-2999: Classified Personnel Salaries	Title I	29,135.00

4000-4999: Books And Supplies

Title I

14,100.00

2000-2999: Classified Personnel Salaries

Title III

10,640.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	196,596.00
Goal 2	7,700.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Stephanie Simonich	Principal
Leah Wheeler	Other School Staff
Kim Silveria	Classroom Teacher
Laura Corwin	Parent or Community Member
Sofia Flores	Other School Staff
Melissa Wilson	Classroom Teacher
Stacey Finley	Classroom Teacher
Tiffani Talbott	Parent or Community Member
Ingrid Carrillo	Parent or Community Member
Sarah Giglia	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Stephanie Simonich on 5-22-2023

SSC Chairperson, Laura Corwin on 5-22-2023

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McCaffrey Middle School	34 67348 0100040	5/30/23	

Purpose and Description

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

Schoolwide Program

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

The school will work with staff and the School Site Council in an effort to address the learning and social emotional needs of all students by providing engaging instruction that meets or exceeds the state standards. The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the Single Plan.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	10
Resource Inequities	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	28
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	47
Budget Summary	56
Budget Summary	56
Other Federal, State, and Local Funds	56
Budgeted Funds and Expenditures in this Plan	57
Funds Budgeted to the School by Funding Source.....	57
Expenditures by Funding Source	57
Expenditures by Budget Reference	57
Expenditures by Budget Reference and Funding Source	57
Expenditures by Goal.....	58
School Site Council Membership	59
Recommendations and Assurances	60

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

McCaffrey Middle School students, parents and staff have participated in some of the following surveys: Youth Development Network Fish Bowl, Facilities Master Plan Survey including the proposed Farm to Fork facility, CalSCHLS (California School Climate, Health, and Learning Survey), Staff Google Surveys, Student Safety Survey, McCaffrey Advisory Committee (MAC) survey of needs, Peer Leaders Uniting Students (PLUS) student survey, and the West Ed Survey. These surveys revealed a need for additional anti-bullying programs, mental health awareness/education through a Wellness Center, a desire for a cleaner, well-maintained campus, schoolwide field trip offerings, and class offerings related to career paths.

Key Indicators of School Climate and Student Well-Being

PLEASE NOTE: First number is current data and number in parentheses is the change from the previous year.

Grade 7 %	Grade 8 %
School Engagement and Supports	
School connectedness	55(63) 52(55)
Academic motivation	61(67) 62(63)
Caring adult relationships	53(58) 59(54)
High expectations	65(74) 69(71)
Meaningful participation	21(26) 23(25)
Facilities upkeep	45(31) 43(44)
Promotion of parent involvement in school	45(55) 46(51)
School Safety	
School perceived as very safe or safe	44(60) 60(61)
Experienced any harassment or bullying	42(43) 35(37)
Had mean rumors or lies spread about you	43(35) 36(36)
Been afraid of being beaten up	27(24) 19(20)
Been in a physical fight	11(13) 10(12)
Seen a weapon on campus	13(8) 11(7)
Cyberbullying	32(31) 30(36)
Substance Use and Physical/Mental Health	
Current alcohol or drug use	5(2) 8(9)
Current marijuana use	2(1) 2(3)
Current binge drinking	2(0) 2(2)
Very drunk or "high" 7 or more times, ever	1(0) 2(2)
Been drunk or "high" on drugs at school, ever	2(0) 3(4)
Current cigarette smoking	1(0) 1(1)
Vaping	4(2) 5(4)
Sleep deprivation (less than 8 hours)	19(16) 13(20)
Experienced chronic sadness/hopelessness	32(29) 26(39)

Considered suicide	10(15)	11(18)
School Climate Scales		
Student learning environment	68	61
Learning engagement climate	31	26
Fairness and respect	50	38
Racial/Ethnic conflict	17	24
Respect for diversity	56	52
Clarity of rules	77	73
Disciplinary harshness	29	39
Student peer relationships	43	44
Supports for social and emotional learning	67	64
Anti-bullying climate	43	38
Quality of school facilities	36	45
Time for lunch	56	53

Key Indicators of Social Emotional Health

Covitality	62	61
Belief in self	58	56
Belief in others	69	70
Emotional competence	67	69
Engaged living	54	51
Growth mindset	74	72
Goals	75	77
Collaboration	64	65

Covitality Domains and Subdomains

Belief in self	58	56
Self-efficacy	70	68
Self-awareness	59	60
Persistence	46	41
Belief in others	69	70
School supports	72	68
Family connectedness	65	70
Peer supports	68	72
Emotional competence	67	69
Emotional regulation	72	71
Empathy	67	74
Behavioral self-control	63	61
Engaged living	54	51
Optimism	48	46
Gratitude	62	61
Zest	52	47

Custom Questions

This school encourages me to know and use my strengths to do what I do best.

"Grade 7%"	"Grade 8%"	"Total %"		
Strongly agree	23	22	22	22
Agree	47	43	45	45
Neither agree nor disagree	23	25	24	24
Disagree	4	3	4	4
Strongly disagree	3	4	4	4

Classroom Observations

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

School administrators perform formal and informal observations of both classified and certificated staff. Classroom mini-observations (informal) as well as formal observations are recorded utilizing Google Docs. These take place on a regular basis with staff receiving immediate feedback. Select staff that have volunteered to participate in the Professional Learning Cycle Reflective Rubric. Instructional Assistants are provided with performance feedback by the certificated teacher with whom they are paired. At McCaffrey Middle School, the staff is meeting or exceeding performance goals. Those staff not meeting expectations are receiving additional support in an effort to improve performance. Ongoing professional development is offered to all staff on a regular basis. Additional support is provided by district TOSAs as needed.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

McCaffrey Middle School student achievement is measured using the Measures of Academic Progress (MAP) Assessment by NWEA, the CAASPP State Assessment, and the ELPAC (English Learner Proficiency Assessment for California). The data from these assessments along with classroom common assessments informs school personnel on appropriate actions.

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

Formal and informal formative and summative assessments are used to inform and modify instruction on an ongoing basis. Data from these assessments are also used to inform instruction. Students and parents have access to StudentVUE and ParentVUE to self monitor learner progress and performance. All content areas, with a focus on math and language, employ common assessments in an effort to truly report out student growth and progress in a consistent manner.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet teacher requirements. Principals will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct on-going mini observations with face-to-face and written feedback utilizing Google Docs. As noted above, curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (TOSAs).

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

100% of McCaffrey Middle School certificated staff have access to professional development through district wide professional development days, release time to work with our TOSAs, professional conferences and district wide collaboration days as well as weekly Wednesday collaboration time. Current professional development addresses the newly adopted ELD standards and common core state standards. Continued support for and development of consistent school-wide use of key literacy strategies for English Learners is supported by on-going professional learning through our McCaffrey Middle School Literacy Team. NGSS (Next Generation Science Standards) implementation continues with the development of rigorous, standards-based learning sequences.

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

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards and Next Generation Science Standards (NGSS)) and the assessed needs of the students of McCaffrey Middle School. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUED) and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols) (personal goal-setting) . Staff social-emotional well-being is supported by ongoing professional development and support including access to strengths training and RULER strategies including use of a mood-meter to recognize and regulate adverse emotions. Staff has access to training and support with school-wide SEL curriculum- Second Step.

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

McCaffrey Middle School teachers have the assistance and support of site and district administration as well as peers. McCaffrey Middle School has partnered with Sacramento County of Education for additional support in the area of math.

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

All McCaffrey Middle School teachers meet every Wednesday as part of ongoing collaboration and professional growth. Teachers meet as teams and grade level content areas to discuss learner data in an effort to provide the most effective instructional strategies and practices. These collaborations are designed to promote a greater consistency in the use of research-based instructional strategies.

Teaching and Learning

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

All McCaffrey Middle School curriculum and instructional materials are aligned to the the current CCSS and Next Generation Science Standards (NGSS) content and performance standards.

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

McCaffrey Middle School meets the recommended instructional minutes for all core subjects including but not limited to literacy and math.

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

Teaming (math, science, social studies and language arts) allows teachers the time to meet with students on an individual basis during homeroom and class periods. Assistance and support is provided by site and district administration as well as peers. Math support will be offered to select students struggling in math. ELD instruction will be provided to English Language Learners students by our language arts teachers.

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

100% of instructional materials are available to all student groups.

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

All instructional materials are aligned with SBE-adopted including current CCSS and NGSS state standards.

Opportunity and Equal Educational Access

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

All services provided by the regular school program enable underperforming students to meet standards. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. The MTSS process begins with targeted interventions based on a learner's individual needs. Each school site has developed a MTSS team. The MTSS site team meets on a monthly basis to review learner progress and documentation of learner support. This team consists of administration, psychologists, social workers, counselors, teachers and specialists. In an effort to meet the needs of underperforming students, instructional assistants are employed in the areas of ELD, math, language arts, strategies classes and other core areas as needed.

Evidence-based educational practices to raise student achievement

McCaffrey Middle School utilizes research based educational practices garnered from NGSS, CALLI and other state initiatives when appropriate.

Parental Engagement

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

McCaffrey Middle School provides two school counselors, health assistant, School Resource Officer, bilingual instructional assistants, instructional assistants, Galt Expanded Learning, AVID, math tutoring and extended teacher office hours for individual help as needed.

Board Policies reinforce that parents play vital roles in the education of the children of Galt. McCaffrey Middle School has elected a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC), made up of parents and facilitated by administration, advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Student Study Teams (SSTs) and other school events

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from support staff. Students in need of support outside of the regular classroom will have access to before and after school programs.

Student Study Team (SST) referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the counselor and administration, will develop an intervention action plan to support student progress and learning. Additionally, the Student Study Team will monitor and follow-up on student progress. The process is coordinated by our school counselors.

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

McCaffrey Middle School has SSC and ELAC committees whose membership includes staff, student(s) and parents. At the site level, there are department chairpersons as well as individual grade level teams (math, science, social studies, language arts and special education) that meet on a regular basis to process ideas and issues that directly impact student achievement. The McCaffrey Advisory Committee (MAC) meets on a monthly basis, or more often if needed, to discuss school issues and ideas. Each of the homeroom classes send a representative to the meeting who then goes back to their homeroom class and reports back to their homeroom class. Parents are invited to attend Back to School, Open House, Student Activities, and other school activities.

Funding

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

Schoolwide Program funds will be utilized to provide support for all students. This will happen by providing supplemental support in an effort to improve the overall educational programs. Students not meeting academic standards, including students from the English Learner student group, Socio-economically Disadvantaged student group, Students with Disabilities, Migrant Education students and Foster Youth will benefit from the resources provided by state and federal funds including Supplemental and Concentration, Title I and Title III.

Fiscal support (EPC)

See funding attached to Goals and Actions.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In the planning of the School Plan for Student Achievement, several educational partners were involved. These included the staff of the school, the School Site Council, and the English Language Advisory Committee (ELAC). The goal was to develop a plan that would address the academic and social-emotional needs of students. Through collaboration and input from all stakeholders, the plan aims to provide personalized support and resources for all students to reach their full potential.

Resource Inequities

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

There are none identified at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	364	353	396
Grade 8	396	372	350
Total Enrollment	760	725	746

Conclusions based on this data:

1. Students enrollment up by a small margin
2. Our Hispanic/Latino student group seems to have stabilized around 62% in regards to the percent of the total population. Our White population seems to have stabilized around 30% in regards to the percent of the total population.
3. The percentage of Hispanic/Latino student group at McCaffrey Middle School has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest student group on our campus per demographic reports.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	113	116	122	14.90%	16.0%	16.4%
Fluent English Proficient (FEP)	18	24	20	2.4%	3.3%	2.7%
Reclassified Fluent English Proficient (RFEP)	174	153	148	22.9%	21.1%	19.8%

Conclusions based on this data:

1. ELs slightly increased in numbers and percent even though we are in declining enrollment.
2. FEP percent of total has decreased slightly in the last 3 years.
3. Percent of students classified as R-FEP has declined slightly

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	355	354		0	346		0	346		0.0	97.7	
Grade 8	392	371		0	362		0	362		0.0	97.6	
All Grades	747	725		0	708		0	708		0.0	97.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2549.			14.16			34.97			31.21			19.65	
Grade 8		2566.			13.54			40.06			28.45			17.96	
All Grades	N/A	N/A	N/A		13.84			37.57			29.80			18.79	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		17.05			66.18			16.76		
Grade 8		19.89			60.50			19.61		
All Grades		18.50			63.28			18.22		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		18.21			61.56			20.23	
Grade 8		15.75			56.91			27.35	
All Grades		16.95			59.18			23.87	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		12.43			75.72			11.85	
Grade 8		13.81			77.07			9.12	
All Grades		13.14			76.41			10.45	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		17.63			67.92			14.45	
Grade 8		21.82			65.19			12.98	
All Grades		19.77			66.53			13.70	

Conclusions based on this data:

1. As of 2021/2022, Research/Inquiry was the area of English Language Arts/Literacy in which McCaffrey Middle School students achieved the best results (% of students Above and At or Near Standard).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	355	354		0	346		0	346		0.0	97.7	
Grade 8	392	371		0	364		0	362		0.0	98.1	
All Grades	747	725		0	710		0	708		0.0	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2518.			11.56			19.08			34.68			34.68	
Grade 8		2533.			14.09			19.06			28.45			38.40	
All Grades	N/A	N/A	N/A		12.85			19.07			31.50			36.58	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		12.72			50.58			36.71	
Grade 8		11.88			52.21			35.91	
All Grades		12.29			51.41			36.30	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		13.58			61.27			25.14	
Grade 8		15.19			56.35			28.45	
All Grades		14.41			58.76			26.84	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.98			65.61			23.41	
Grade 8		12.43			63.54			24.03	
All Grades		11.72			64.55			23.73	

Conclusions based on this data:

1. Without any CAASSP data for 20-21, we will continue with our previous conclusions. The trend over 3 years shows that we are increasing in the "Standards Not Met" category meaning learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of mathematical concepts and procedures. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the College Preparatory Math Program (CPM). Teachers will attend Professional Development by Sacramento County Of Education (SCOE) to address the academic needs of students who are not meeting standards.
2. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program as well as support from the SCOE. Extended learning opportunities by credential math teachers will be available after school for all students in need of extra help.
3. Teachers need to be clear and purposeful in their use of daily personalized learning targets in order to monitor learner progress. These learning targets will be clearly stated both visually (on the board) and verbally (through opening dialogue). Teachers will focus on creating common pacing guides and assessments to analyze student data to make improvements in teaching practices.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1538.3	1562.4		1530.7	1570.9		1545.6	1553.4		50	55	
8	1562.4	1567.2		1563.3	1575.5		1561.0	1558.5		52	47	
All Grades										102	102	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	20.83	43.64		50.00	25.45		16.67	27.27		12.50	3.64		48	55	
8	28.00	36.17		42.00	38.30		24.00	14.89		6.00	10.64		50	47	
All Grades	24.49	40.20		45.92	31.37		20.41	21.57		9.18	6.86		98	102	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	37.50	50.91		41.67	43.64		10.42	5.45		10.42	0.00		48	55	
8	40.00	51.06		42.00	36.17		14.00	2.13		4.00	10.64		50	47	
All Grades	38.78	50.98		41.84	40.20		12.24	3.92		7.14	4.90		98	102	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	12.50	27.27		27.08	10.91		41.67	38.18		18.75	23.64		48	55	
8	14.00	17.02		32.00	23.40		46.00	44.68		8.00	14.89		50	47	
All Grades	13.27	22.55		29.59	16.67		43.88	41.18		13.27	19.61		98	102	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	16.67	9.09		68.75	76.36		14.58	14.55		48	55	
8	20.00	17.02		72.00	63.83		8.00	19.15		50	47	
All Grades	18.37	12.75		70.41	70.59		11.22	16.67		98	102	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	68.09	85.45		21.28	14.55		10.64	0.00		47	55	
8	71.11	70.21		24.44	19.15		4.44	10.64		45	47	
All Grades	69.57	78.43		22.83	16.67		7.61	4.90		92	102	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	18.75	23.64		39.58	38.18		41.67	38.18		48	55	
8	26.00	27.66		36.00	29.79		38.00	42.55		50	47	
All Grades	22.45	25.49		37.76	34.31		39.80	40.20		98	102	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	14.58	20.00		75.00	70.91		10.42	9.09		48	55	
8	10.00	6.38		86.00	87.23		4.00	6.38		50	47	
All Grades	12.24	13.73		80.61	78.43		7.14	7.84		98	102	

Conclusions based on this data:

1. There was an increase of students who scored a 4 in the ELPAC.
2. Learners need to participate in structured learning experiences that provide the opportunity for them to produce clear and purposeful writing. The academic literacy needs of our learners will be addressed by all teachers through their use of strategies provided by our Literacy Team. Administration and our Literacy Coach will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) and 3. the use of academic discourse.
3. The speaking domain is still the area that students score at the highest level.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
725	59.3	16.0	0.1
Total Number of Students enrolled in McCaffrey Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	16.0
Foster Youth	1	0.1
Homeless	5	0.7
Socioeconomically Disadvantaged	430	59.3
Students with Disabilities	92	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.2
American Indian	3	0.4
Asian	25	3.4
Filipino	8	1.1
Hispanic	449	61.9
Two or More Races	15	2.1
Pacific Islander	2	0.3
White	214	29.5

Conclusions based on this data:

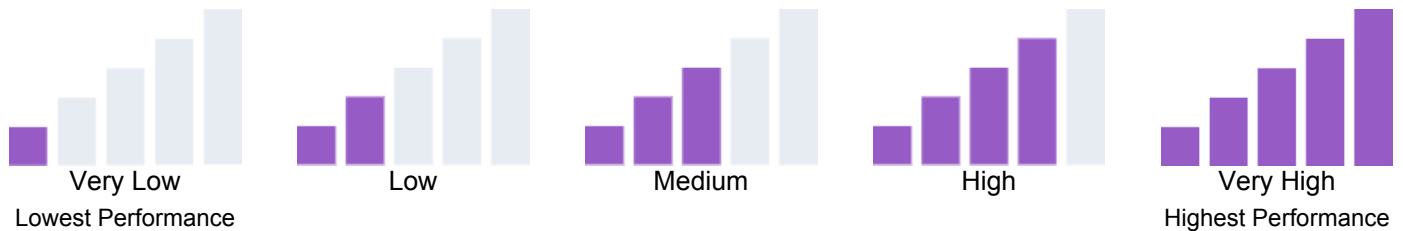
1. At the time, over half of our student population fell in the socioeconomically disadvantaged category.
2. Nearly 16% of our student population are English learners.
3. 12.7% are identified as students with disabilities.

School and Student Performance Data

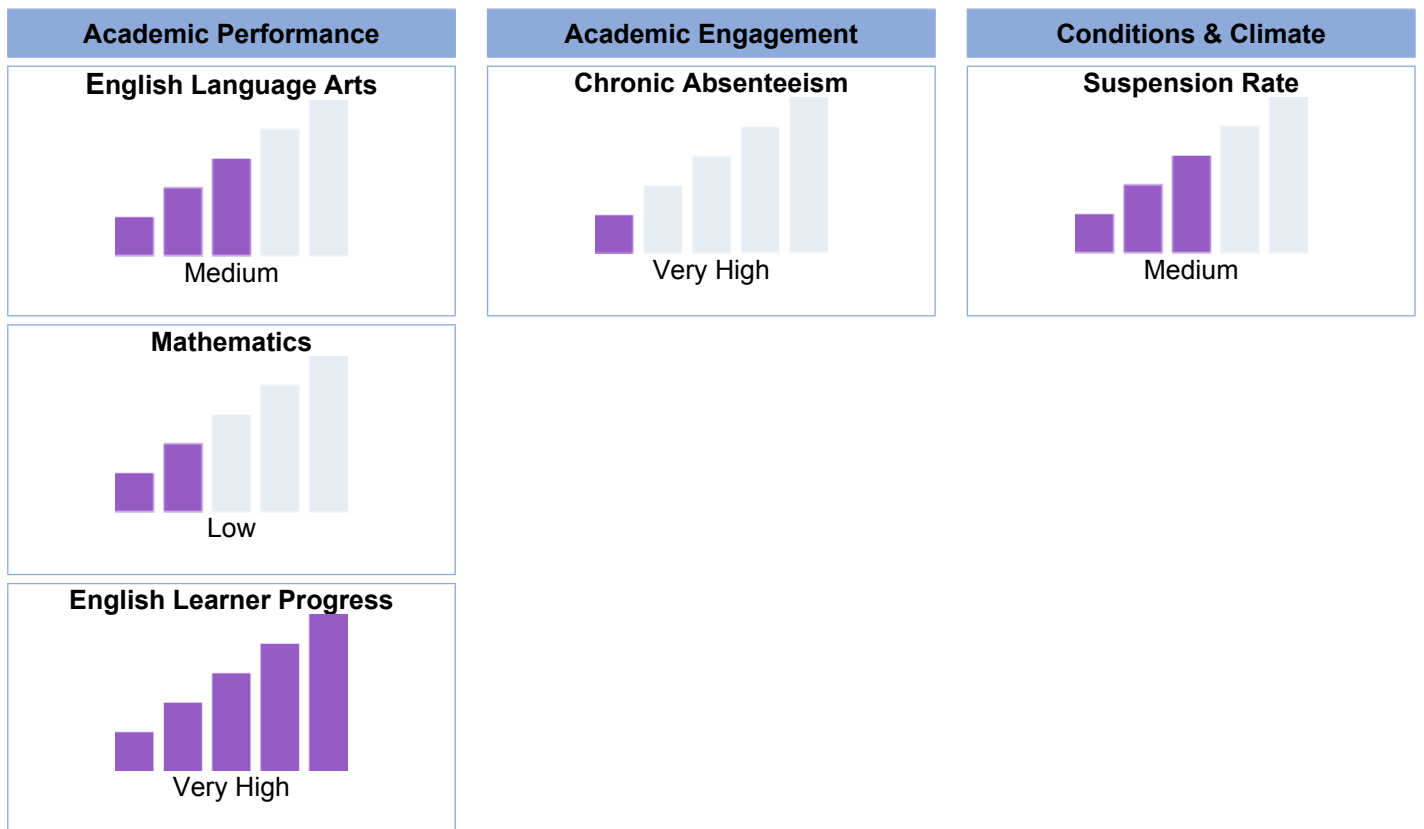
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. This dashboard illustrates the overall trend of our school needs to focus on attendance to help support in other areas on the dashboard.
2. English Language Arts is the medium range.

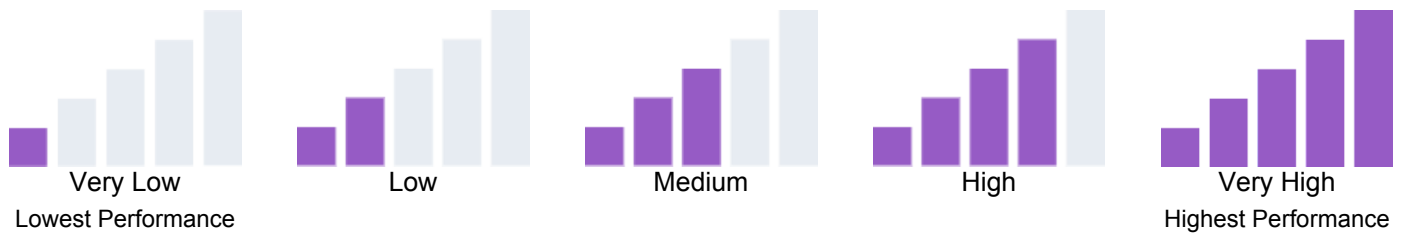
-
-
3. Overall Performance levels in Math were in the low range.

School and Student Performance Data

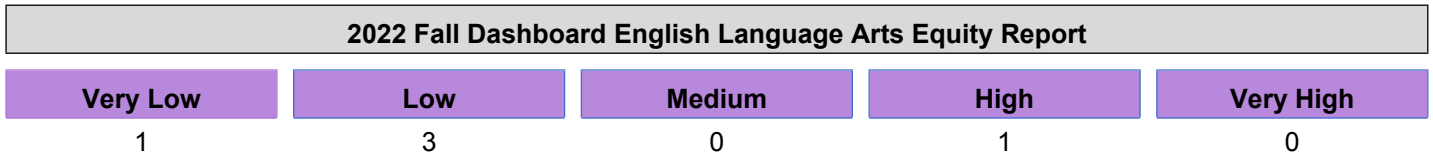
Academic Performance English Language Arts

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

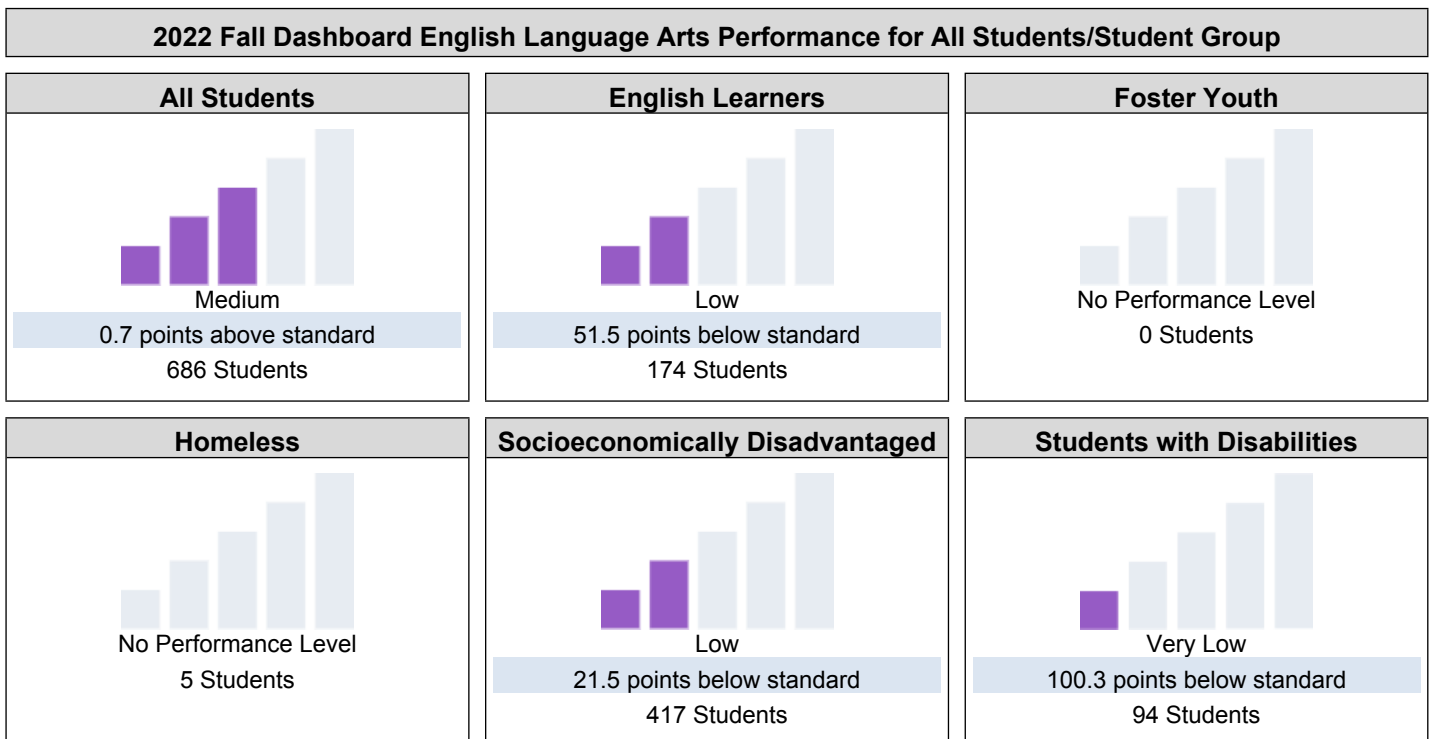
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



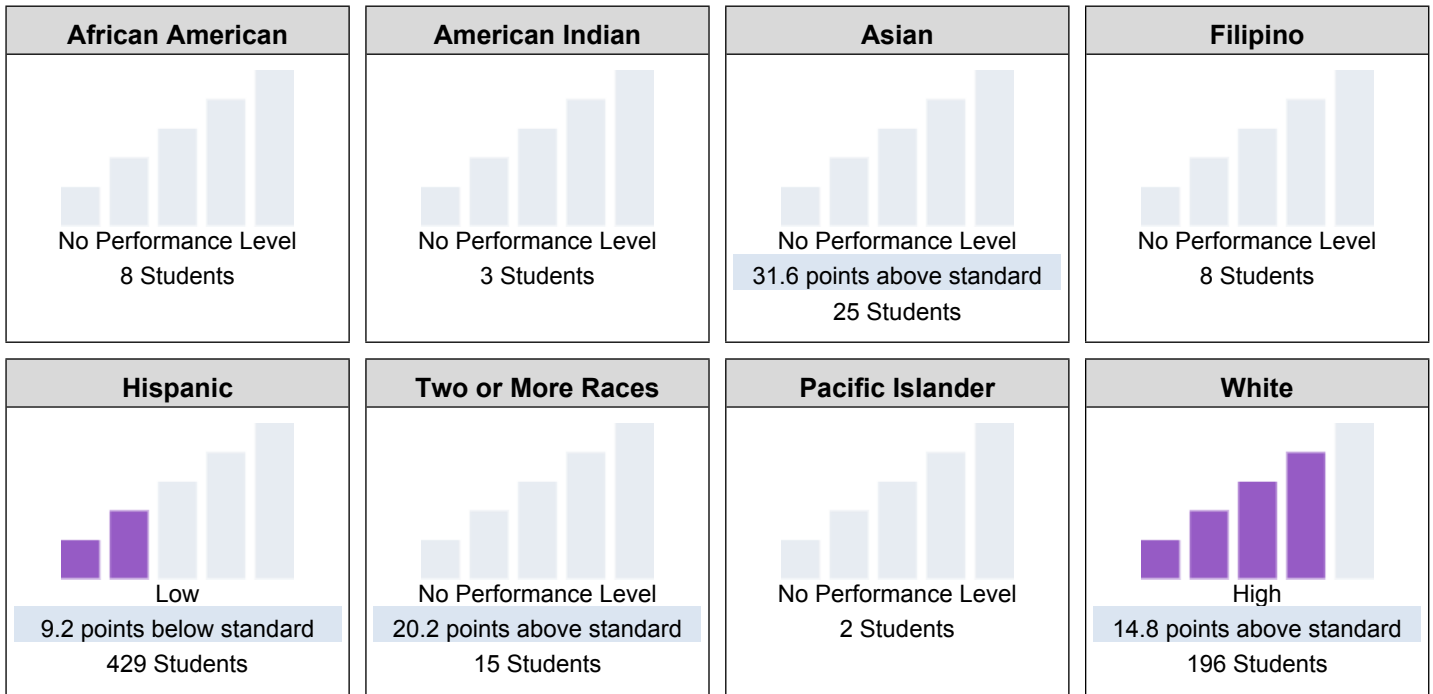
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.7 points below standard 89 Students	25.2 points below standard 85 Students	11.8 points above standard 406 Students

Conclusions based on this data:

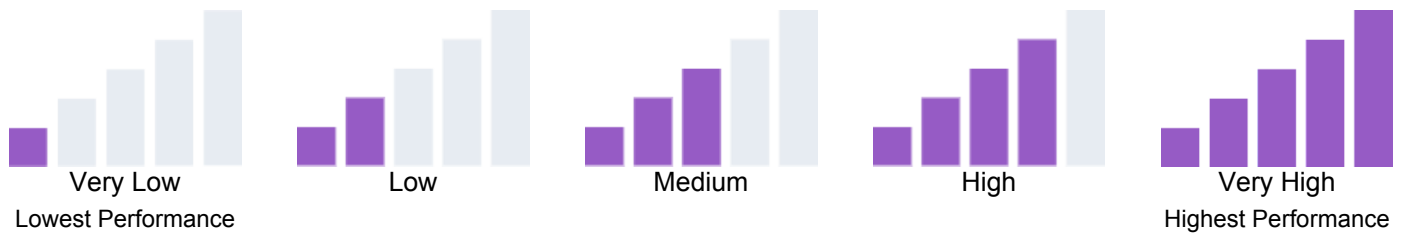
1. 85 of our RFEP students scored 25.2 point below standard.
2. Our EL students scored 76.7 points below standard.
3. Our students with disabilities are very low. They are 100.3 points below standard.

School and Student Performance Data

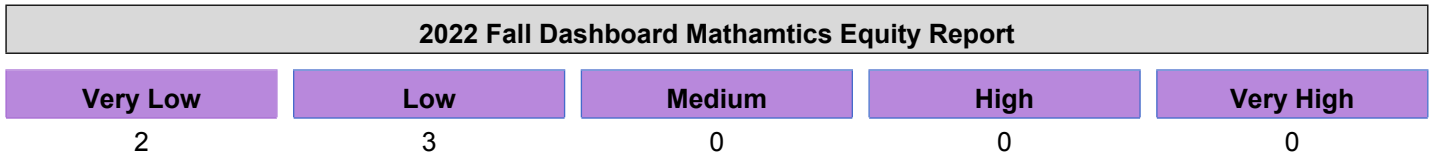
Academic Performance Mathematics

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

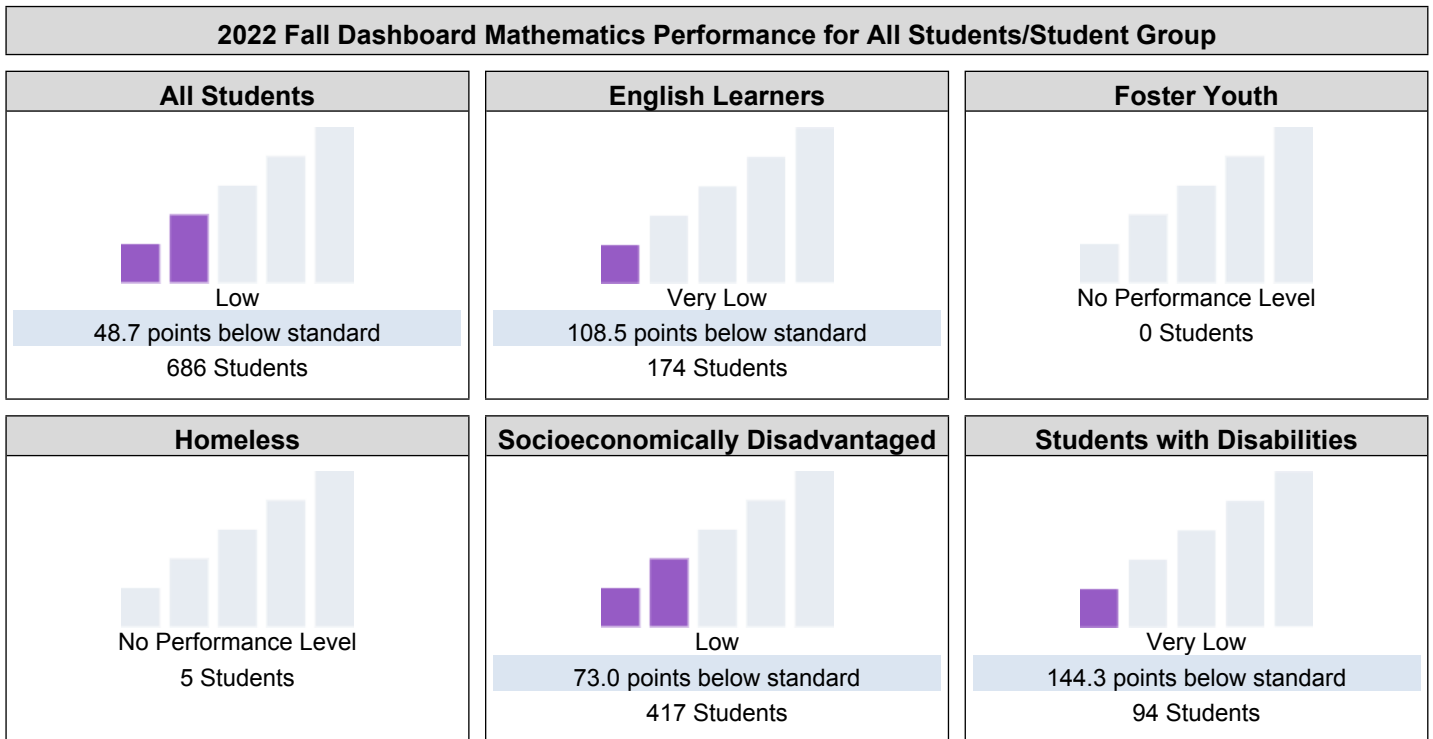
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



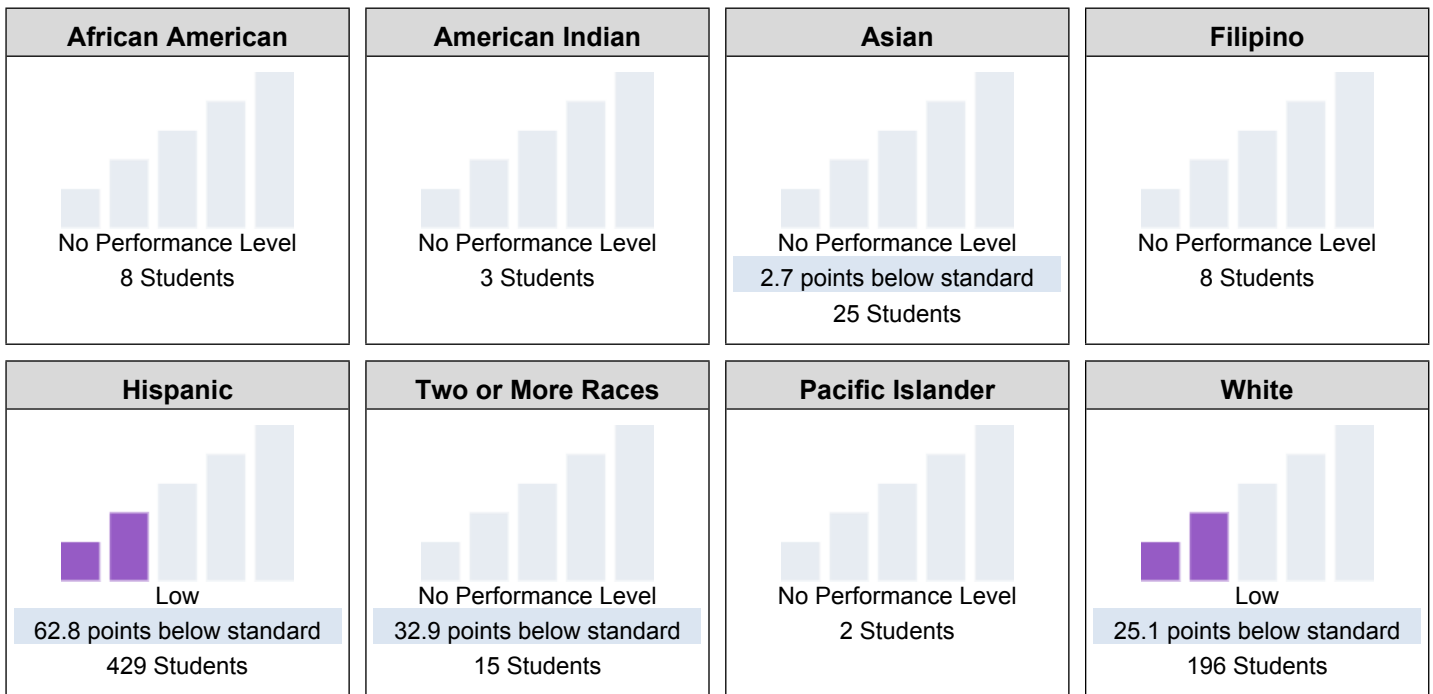
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.1 points below standard 89 Students	78.5 points below standard 85 Students	34.7 points below standard 406 Students

Conclusions based on this data:

1. All subgroups are significantly below standard with special concerns regarding the EL and students with disabilities student groups.
2. The only group that maintained was the white student group and this group is still 25.1 points below standard.
3. Our EL and RFEP students still need additional support in math.

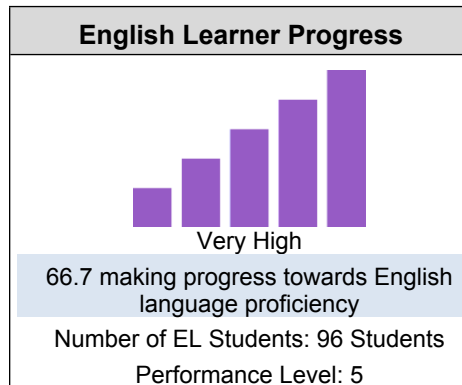
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.6%	17.7%	4.2%	62.5%

Conclusions based on this data:

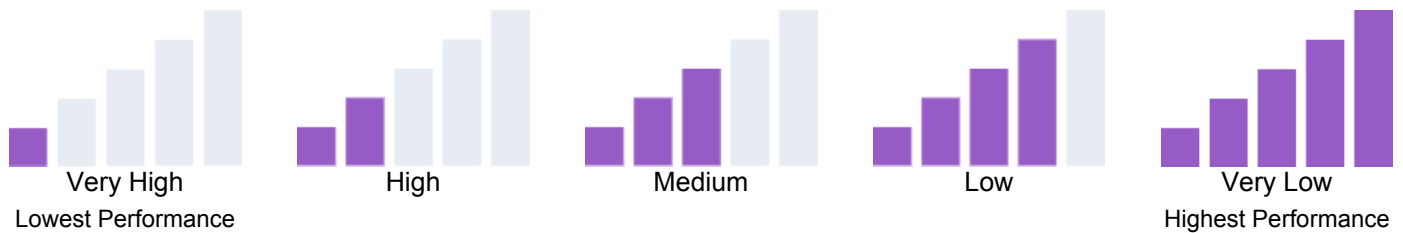
1. Overall 66.7% of our EL students are make progress towards English Proficiency.
2. Majority of our students who are scoring a 2 or lower are our newcomers.
3. 62.5% have progressed at least one ELPI level.

School and Student Performance Data

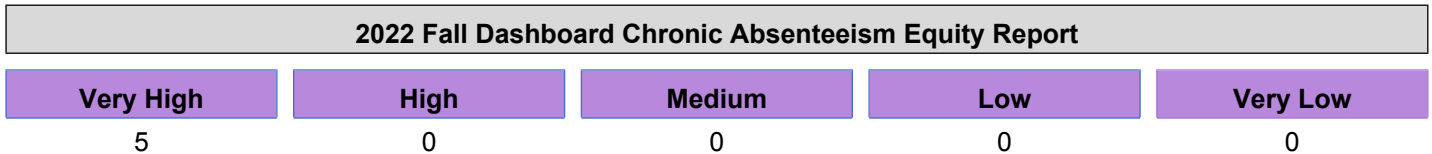
Academic Engagement Chronic Absenteeism

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

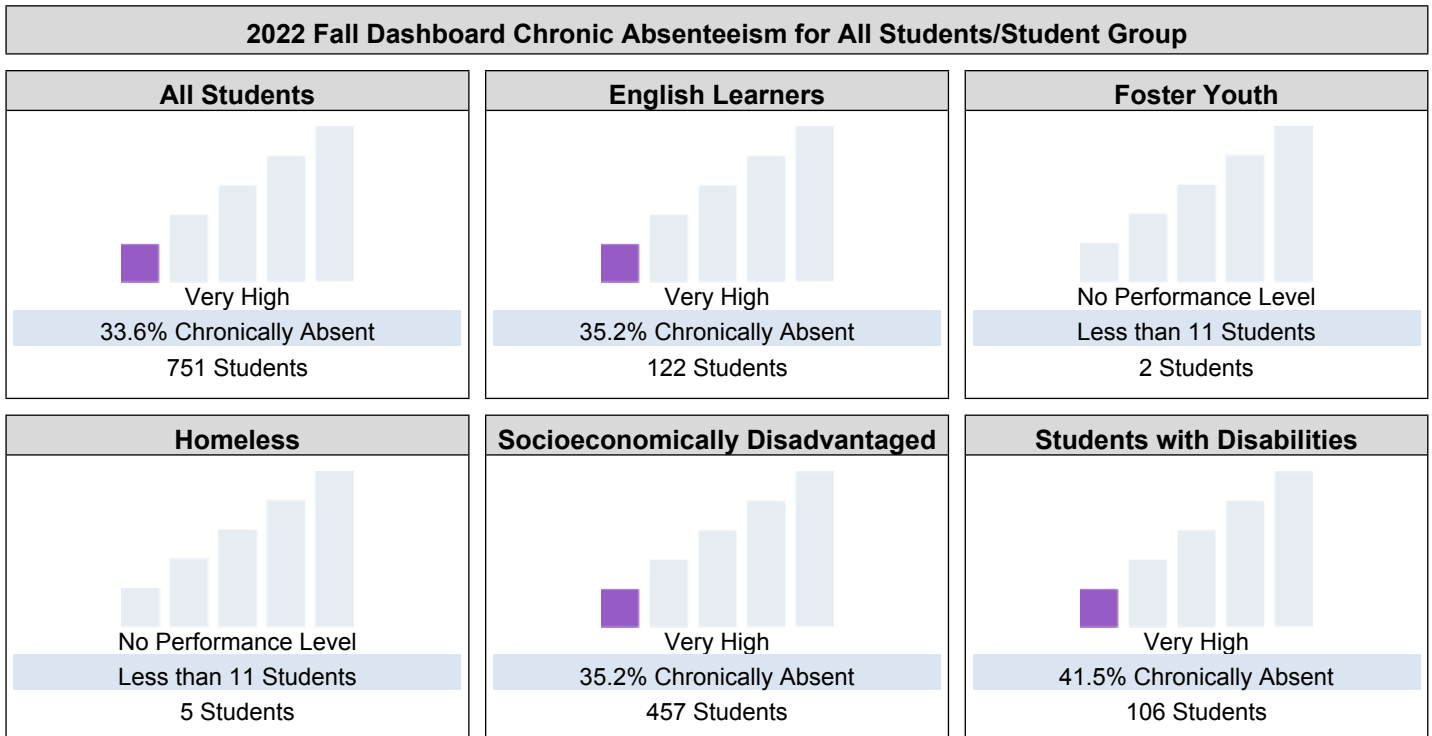
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



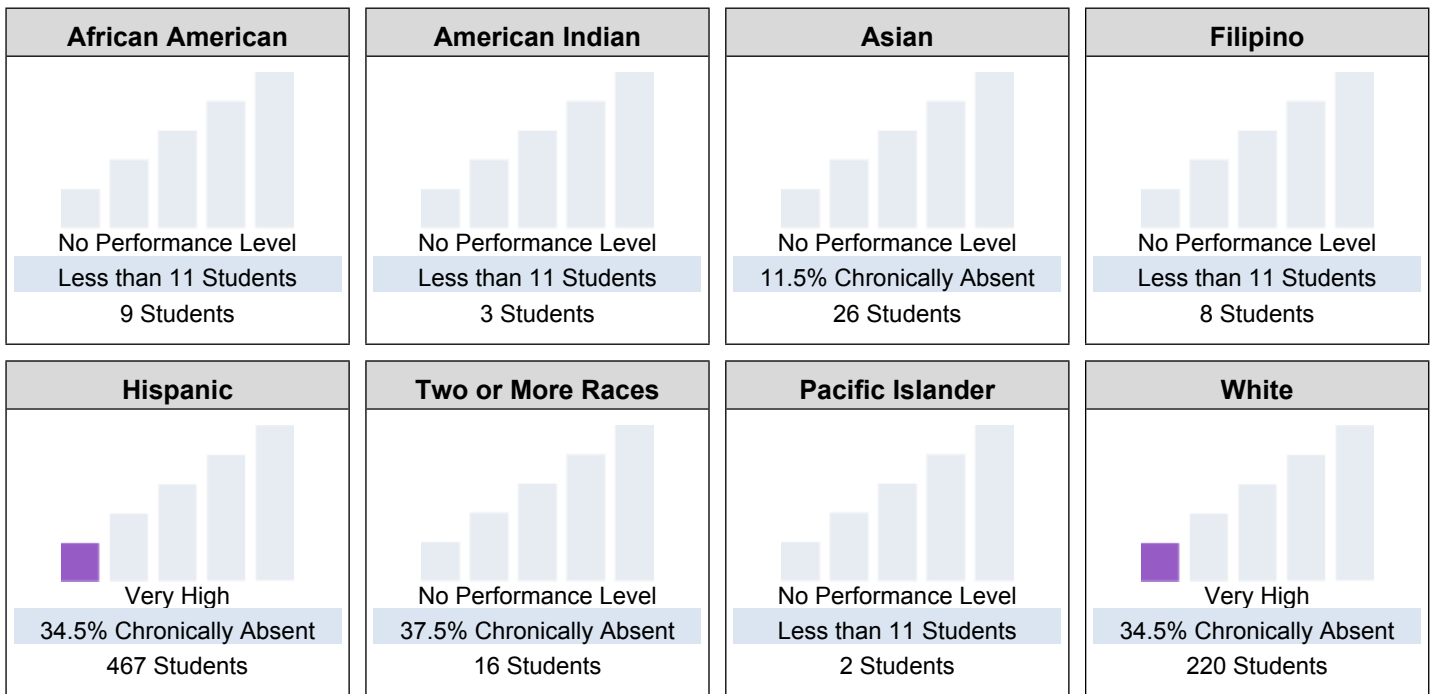
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

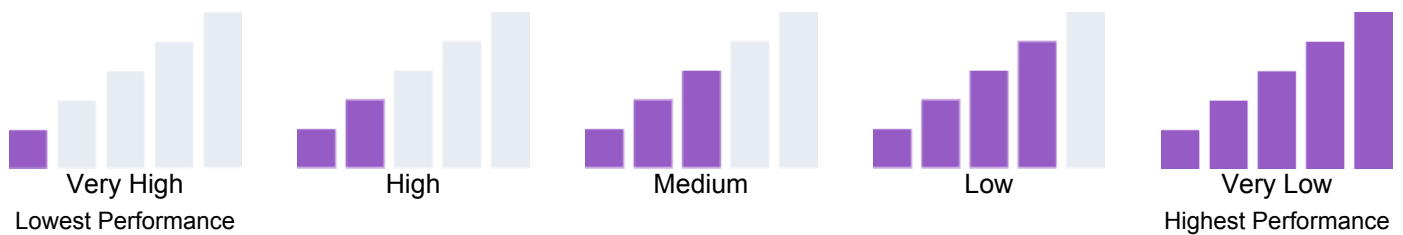
1. All student groups, with the exception of Hispanic, maintained or declined in chronic absenteeism.
2. Our hispanic population has a high rate of absenteeism.
3. 41.5% of our students with disabilities have a higher rate of chronic absenteeism.

School and Student Performance Data

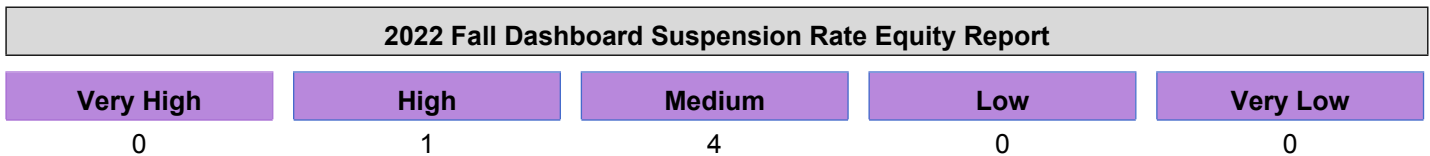
Conditions & Climate Suspension Rate

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

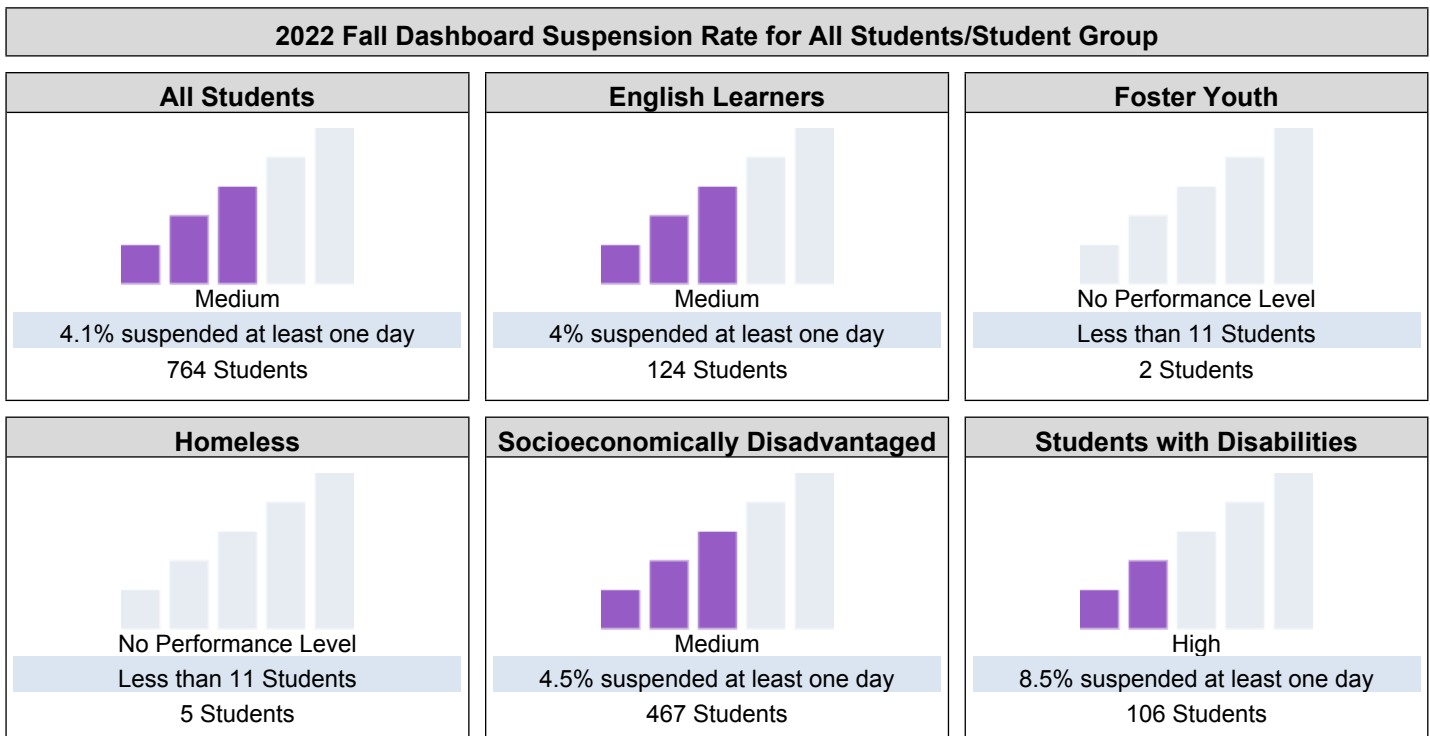
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



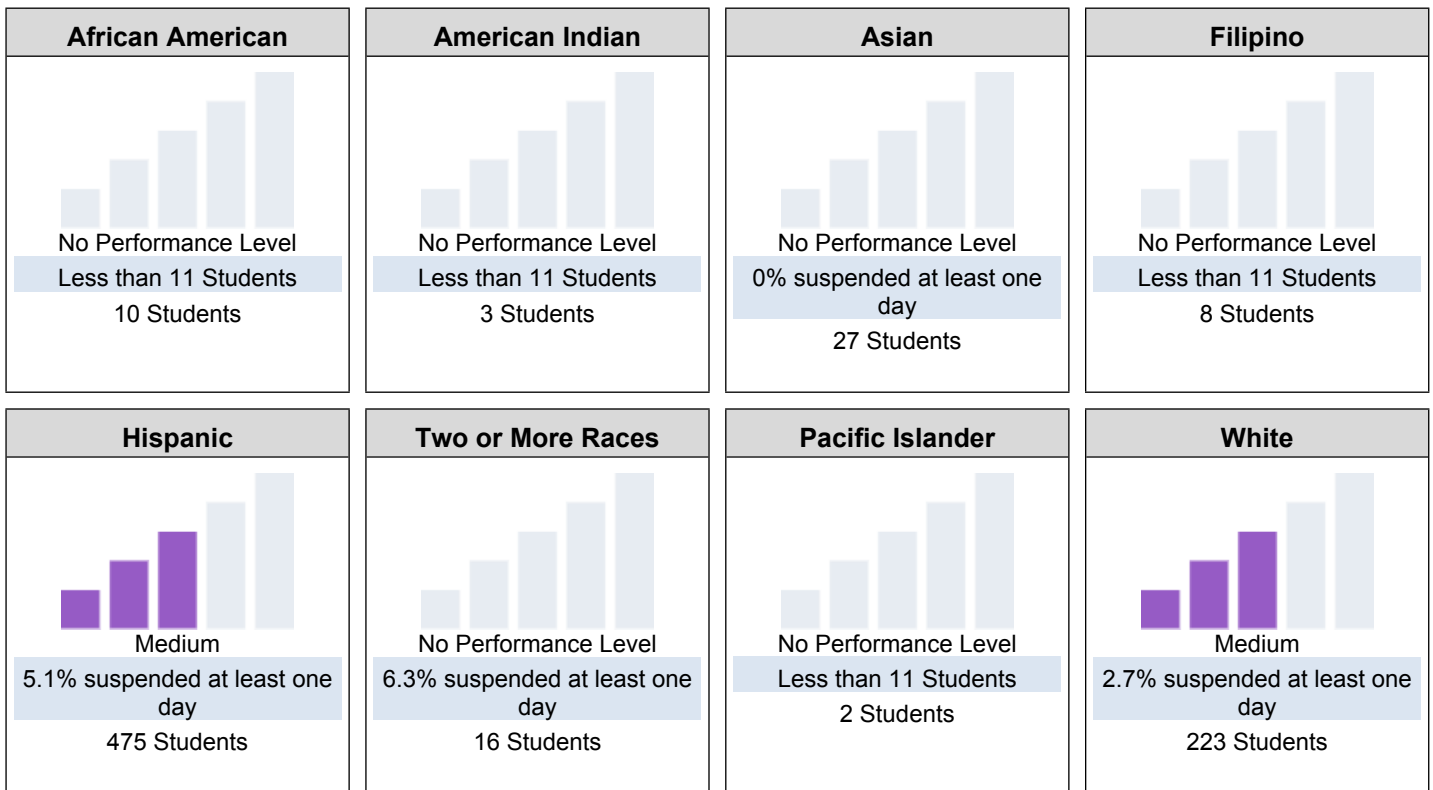
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. As a school, our suspension increased for all student groups.
2. 8.5% of students with disabilities have been suspended for at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

Engaging learners in Pre Kindergarten-8th grade through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments.

Goal 1

Engaging 7th-8th grade learners through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments.

Identified Need

McCaffrey Middle School strives to meet the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work.

The following metrics/indicators show student progress and need. Winter 2022 to Winter 2023 MAP data increased by 5%. While that met the AMO goal, a need has been identified as increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Winter 2022 to Winter 2023 MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and CPM pacing guides are needed at both grade levels

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of 7th-8th grade students meeting/exceeding the 60th percentile for Math and ELA on MAP will increase at least 5 percent each year.	<p>Baseline</p> <p>Spring 2021 All students that met or exceeded on the MAP assessment:</p> <p>7th grade - 39.3%</p> <p>8th grade - 32.5%</p> <p>All students - 35.8%</p> <p>Actual Outcomes</p>	<p>All students will meet or exceed on the MAP Winter MATH assessment 2023 - 2024:</p> <p>7th grade - 40%</p> <p>8th grade - 49%</p> <p>All students - 42%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Winter 2022 - 2023 (MATH) All students that met or exceeded the 60th percentile on the MAP Math assessment: 7th grade - 34% 8th grade - 43% All students - 43%</p> <p>Winter 2022 - 2023 (ELA) All students that met or exceeded on the MAP ELA assessment: 7th grade - 42% 8th grade - 41% All students - 43%</p>	<p>All students will meet or exceed on the MAP Winter ELA assessment 2023- 2024: 7th grade - 47% 8th grade - 49% All students - 49%</p>
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>Baseline Fall 2019 CA Dashboard All students: Yellow Increased 10.4 Points (39.2 below) White: Blue Increased 20.3 (.6 above) Hispanic: Yellow Increased 6.3 Points (60.9 below) Low SES: Yellow Increased 9.6 Points (65.3 below) Students with Disabilities: Orange Increased 13.4 (129.5 below) All English Learners: Orange Increased 25 points (106.7 below)</p> <p>Actual Outcome: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard</p>	<p>All students: Yellow 29.2 below White: Blue 9.4 above Hispanic: Yellow 50.9 below Low SES: Yellow 55.3 below Students with Disabilities: Orange 119.5 below All English Learners: Orange 96.7 below</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.</p>	<p>Baseline Fall 2019 CA Dashboard All students: Orange Maintained 2.9 Points (9.4 below) White: Green Increased 9.2 points (18.8 above) Hispanic: Orange Maintained 1.6 points (25.2 below) Low SES: Yellow Increased 10.6 points (68.5 below) Students with Disabilities: Red Maintained -1.3 points (93.4 below) All English Learners: Yellow Increased 10.6 points (68.5 below)</p> <p>Actual Outcome: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard</p>	<p>All students: YELLOW 1 above White: Green 28.8 above Hispanic: Orange 15.2 below Low SES: Yellow 58.5 below Students with Disabilities: ORANGE 83.4 below All English Learners: Yellow 58.5 below</p>
<p>The participation rate of 7th-8th grade students with disabilities taking the Math & ELA CAASPP will meet or exceed 95%</p>	<p>2023 Outcome: To be determined</p> <p>Spring 2022 Participation- students with disabilities ELA Participation Rate = 97% Math Participation Rate = 97%</p>	<p>maintain the current rate</p>
<p>English Learners making Annual Progress in Learning</p>	<p>2023 Outcome: To be determined</p>	<p>See an increase of 5% of students making progress</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	Spring 2022 English Learner Progress = 65% (Performance level = HIGH)	
District English Learner reclassification rate will increase at least 1% each year	Actual Outcome 2021-2022 R-FEP rate = 18.5%	2023-24 R-FEP Rate= will increase each year by 1%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Actual Outcome maintained 100%	2023-24 Maintained 100%
Students utilizing technological resources in order to support academic growth will be maintained at 100%	Actual Outcome maintained 100%	2023-24 Maintained 100%
Misassignments of teachers will remain at 0.	Actual Outcome maintained Misassignments 0	2023-24 Maintained 0
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Actual Outcome maintained 100%	2023-24 Maintained 100%
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated	Actual Outcome maintained 100%	2023-24 Maintained 100%
Parent CalSCHL survey will be completed by a minimum of 150 families with an increase of 10% each year	Actual Outcome 2021-2022 Parent Survey Responses = 76 2022-2023 Parent Survey Responses = 91	2023-24 150 parent survey responses

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Train and assist Parent use to Parent Vue will increase 10% annually	2021-22 (Base year under new system): 96% 2022-23 (Base year under new system): 74%	2023-24 84% parent portal usage
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline 2020-21 "FAIR" Actual Outcome 2021-22 "FAIR"	2023-24 "GOOD"

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incentives and supports to increase attendance and decrease suspension rates include the following:

Continued support of teaming (math, science, social studies, ELA)

EAOP (Early Academic Outreach Program) will provide college preparation for underrepresented students

Multi Tiered System of Supports (MTSS) focuses on the high needs learners

Academic Conferences to discuss strategies for at risk students

English Language Development (ELD) meetings during and after the school day to discuss most effective instructional strategies

The staff, with the guidance of the Leadership Class, will organize Parent Luncheons in which parents have lunch with their child here at MMS

Renaissance program to academic achievement by all students

Teacher release time to analyze student data and to create appropriate learning strategies to improve student achievement

Provide parent trainings in the English Advisory Committee that focuses on study habits for their students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,669	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant: Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs in addition office assistant substitute
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Team support through release time for collaboration
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty for teachers needed to participate in student services meetings (SSTs, 504s, etc)
1,000	LCFF - Supplemental 4000-4999: Books And Supplies Incentives and supplies for the Parent Luncheon event
	Adjunct duty pay for literacy meetings for literacy conferences or trainings
500	LCFF - Supplemental 4000-4999: Books And Supplies EAOP field trip to UC Davis
	Incentives and supplies for Renaissance program activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure IEPs are properly implemented by all staff during MAP & CAASPP assessments.

Follow the IEP testing accommodations attached to each student.

Provide training for staff around the IEP process and accomodations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support the MAP assessments to ensure individual growth and validity.

Provide supplemental materials and professional development for all content areas in an effort to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase library books to update and maintain our collection
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies needed for each student in order to complete district/state required assessments
7,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Purchase educational tech (online/web based) supplemental programs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support student achievement on the CAASPP

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

15,000

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Professional development in all core areas including conferences and workshops

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Improve the academic achievement of ELLs by providing necessary support throughout the school day including our designated ELD and AVID classes.

Increase parent involvement in the English Learner Advisory Committee..

Create an English Learners Advisory Committee coordinator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

21,673

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
BIA salaries

11,178

Title III
2000-2999: Classified Personnel Salaries
BIA salaries

11,700

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
All AVID trainings / expenses

2,000

LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures AVID / ELD field trips and AVID showcase
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries AVID subs for collaboration
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD professional development and/or release time
1,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries extra time for BIAs
2,629	Title I 2000-2999: Classified Personnel Salaries BIA salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Additional certificated support of ELLs to maximize student achievement as supported by the district.

5 sections of ELD support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental teaching materials
750	LCFF - Supplemental 4000-4999: Books And Supplies Newcomers / ELD materials or program

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Maximize resources to increase the reclassification rate of our ELLs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

See Activity 6

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Design and revision of units of study using currently adopted materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS and NGSS.

Instructional/Bilingual Assistants will support the development of literacy and mathematics strategies that allow students to show growth towards being College and Career Ready.

An independent reading program (Accelerated Reader through Renaissance Learning) will be used to support student literacy growth as outlined by the ELA/ELD framework.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

BIA - see Activity 5

7,000

Title I
5800: Professional/Consulting Services And Operating Expenditures
Renaissance Learning subscription (AR program and STAR assessment)

0

Translations as needed (see Activity 1)

0	Department support through release time for collaboration (see Activity 1)
9,200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Newsela subscription (\$7,000 for Newsela and \$2,400 for Peardeck)
5,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental bridge resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Supplemental materials for ELD instruction (see Activity 6)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of middle school students are taught integrated life, earth, physical science and engineering units in order to continue our progress with NGSS.

Provide supplemental materials.

Participate in NGSS professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development to fully implement NGSS including release time for collaboration
4,000	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials, supplies for science, and science field trips (including the Environmental Club)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of all students utilize technological resources as needed in order to support academic growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Title I 4000-4999: Books And Supplies Hardware including projectors, printers, projector bulbs, mice, headsets

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of all students will continue to have access to courses and clubs in the Visual and Performing Arts (VAPA) including band, choir, drama (school play).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies VAPA supplies
500	Title I 4000-4999: Books And Supplies Supplies for school play

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of all grade 7 and 8 students will continue to have access to Maker Space opportunities and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF - Supplemental 4000-4999: Books And Supplies Supplies/materials to run Makers Space
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time to visit other Maker Space Classes

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	
---	--

[] []

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0 []

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain zero Williams Facilities complaints

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	[]

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Results of the 2022 state assessments reflected positive growth in the area of mathematics and a slight decrease in the area of English Language Arts. This was our first year back in school after distance learning and we are pleased with the results.

MAP Reading and Mathematics and DRA Fall to Winter data shows growth.

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. While we met many aspects of the stated goal, we will continue to allocate funds to provide access to professional development for staff for further goal attainment

McCaffrey Middle School classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. McCaffrey Middle School met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2023-2024.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All Content Areas

LEA/LCAP Goal

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Goal 2

McCaffrey Middle School will promote whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

Social Emotional Learning: All stakeholder groups (DAC, DELAC, SPED PAC, Admin., etc.) identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day.

Based on the data below, a key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions.

Chronic Absenteeism 2021-22 Dashboard: McCaffrey Middle School has a high chronic absenteeism rate across every student group. It is vital that McCaffrey Middle School allocates funding to support a position that will closely monitor attendance and begin to identify students who are struggling to attend school daily. This position will conduct home visits, be a liaison between home and school, coordinate SART and SARB meeting that will be facilitated by school and district administration. Be able to communicate with the Spanish community on the importance of attending school daily.

Suspensions 2021-22: The suspension rate was high for students with disabilities and medium in the to other student groups. It is important that we continue with Second Step that is being taught in every homeroom class on Wednesdays. McCaffrey Middle school will also look at training students to be peer mediators to provide conflict mediation on low level conflicts. The focus as a site is to continue to promote Positive Bulldog Behaviors across the campus.

On the most recent CalSCHLS grades 7-8 student Survey:
Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will be increased to 96% or greater	Baseline: 2021-2022 = 91.6% 2022-April 2023 = 91.45%	2023-24 McCaffrey: 96%
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2019 CA Dashboard: All students: ORANGE 12.1% Increased 0.6% White: Very High 34.5% Hispanic: Very High 34.5% Maintained 0.1% Socioeconomically Disadvantaged: Very High 35.2% Students w/ Disabilities: Very High 41.5% English Learners: Very High 35.2% 2022 CA Dashboard: All students very high at 33.6% English Learners very high at 35.2% Hispanic very high at 34.% Socioeconomically disadvantaged very high at 35.2% Students with Disabilities very high at 41.5% White very high at 34.5%	2023-2024 Decrease the absenteeism by 5% in each of the groups
The suspension rate will decrease by 5% or greater for every student subgroup	2022 CA Dashboard: All students: Medium 4.1% White: Medium 2.7% . Hispanic: Medium 5.1% Socioeconomically Disadvantaged: Medium 4.5% Students w/ Disabilities: High 8.5% English Learners: Medium 4%	2023-2024 Decrease the suspension rate by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The expulsion rate will decrease by 0.1% or greater for every subgroup	Actual Outcome 2022-23 All students: 3 White: 0 Hispanic: 3	2023-2024 Decrease the number of suspension by 1%
The middle school dropout rate will be maintained at 0% for all student subgroups	All students: 0 Actual Outcome 2022-23 All students: 0	2023-24 Maintain at 0
Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs Survey will increase at least 5% in targeted areas. Report your school data only	Actual Outcome 2022-23 (96 parents) This School... <ul style="list-style-type: none"> actively seeks the input of parents before making important decisions = 8% school treats all students with respect = 19% motivates students to learn = 13% provides quality counseling or other ways to help students with social or emotional needs = 60% has adults who really care about students = 11% child's safety at school for in-person learning = 6% promotes respect of all cultural beliefs and practices = 9%	2023-24 Increase parent participation in the CalSCHLs Survey and see a 10% increase in positive parent responses
Percentage of students in grades 7-8 responding "Yes, most OR all of the time" on the annual CalSCHLs Survey will reflect at least a 5% positive change	Outcome 2022-23 School Connectedness: 7th= 51% 8th 52% Academic Motivation: 7th= 61% 8th 62% Caring Adult Relationships 7th= 53% 8th= 59% Meaningful Participation: 7th= 21% 8th= 23% Feel Safe at School: 7th= 44% 8th = 60% Experienced Sadness: 7th= 32% 8th= 26%	2023-24 Increase School Connectedness by 5% in both grade levels Increase students' Academic Motivation: by 5% in both grade levels Increase students to feel that there is a Caring Adult: by 5% in both grade levels Increase students to feel a Meaningful Participation: by 5% in both grade levels

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Increase students to Feel Safe at School: by 5% in both grade level</p> <p>Decrease students who have Experienced Sadness: by 10% in 7th and 8th grade</p>

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incentives and supports to increase attendance and decrease suspension rates include the following:

McCaffrey Advisory Committee (MAC)

Assemblies/presentations to build hope and engagement

Sobriety Brings A Change (SBAC) Program targets students that have issues with drugs and/or alcohol

Too Good for Violence Program (free)

Alcohol, Tobacco and Other Drugs (ATOD) peer-to-peer prevention program

Peer Leaders Uniting Students (PLUS) Program targets the whole school in an effort to strengthen the school culture

Club Live Program targets drug/substance abuse while promoting healthy lifestyle

Develop a action and/or attendance coordinator that will:

Monitor student attendance

Provide resources to parents

Coordinate SART meetings

Develop an incentive programs for positive attendance

Establish coffee chats to increase parent involvement and obtain parent input

Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies/presentation expenses
495	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PLUS program costs
0	Sobriety Brings A Change program
0	Too Good For Violence program
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Club Live costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to serve students with SEL needs through the Wellness Center.

Administer the CalSCHLS Survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Supplemental 4000-4999: Books And Supplies Wellness Center development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide personnel and strategies / activities / incentives to decrease the truancy rate.

Provide counseling services and administrative support for students who are excessively truant.

Use School Resource Officer, as needed.

Use the SART process and SARB referrals as needed.

Develop a action and/or attendance coordinator that will:

Monitor student attendance

Provide resources to parents

Coordinate SART meetings

Develop an incentive programs for positive attendance

Establish coffee chats to increase parent involvement and obtain parent input.

Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

800

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Truancy Hunter program for attendance secretary

500

Title I
5000-5999: Services And Other Operating Expenditures
Staff will attend training/workshops on drop-out prevention, truancy, absenteeism, attendance, etc.

82,868

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Alternative Center teacher to work closely with our high needs learners and students with behavior issues

62,282

Title I
1000-1999: Certificated Personnel Salaries
Alternative Center teacher to work closely with
our high needs learners and students with
behavior issues

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide incentives and support to decrease suspensions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Professional development in the area of Positive
Behavioral Interventions and Support (PBIS)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a action and/or attendance coordinator that will:

Monitor student attendance

Provide resources to parents

Coordinate SART meetings

Develop an incentive programs for positive attendance

Establish coffee chats to increase parent involvement and obtain parent input

Create support groups for students who are dealing, but not limited to vaping, drug abuse, mental health, and other social emotional needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,869

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Additional yard supervisor time as needed

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ask for parent to volunteer for school activities

Establish coffee chats to increase parent involvement and obtain parent input

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

McCaffrey will maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan will be developed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

McCaffrey Middle School's classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. McCaffrey Middle School met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2023-2024 to provide staff with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,894.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$287,113.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$83,780.00
Title III	\$11,178.00

Subtotal of additional federal funds included for this school: \$94,958.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$192,155.00

Subtotal of state or local funds included for this school: \$192,155.00

Total of federal, state, and/or local funds for this school: \$287,113.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	175,862.00	-16,293.00
Title I	82,988.00	-792.00
Title I Part A: Parent Involvement	1,728.00	1,728.00
Title III	11,178.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	192,155.00
Title I	83,780.00
Title III	11,178.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	150,150.00
2000-2999: Classified Personnel Salaries	48,018.00
4000-4999: Books And Supplies	22,250.00
5000-5999: Services And Other Operating Expenditures	54,695.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	87,868.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,342.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,750.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	54,195.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	62,282.00
2000-2999: Classified Personnel Salaries	Title I	6,498.00
4000-4999: Books And Supplies	Title I	7,500.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title III	11,178.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,299.00
Goal 2	157,814.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Carlos Castillo	Principal
Jim Vlcek	Classroom Teacher
Kelly Vlcek	Classroom Teacher
Joanna Nelson	Classroom Teacher
Jennifer Sanchez	Parent or Community Member
Charlene Wilson	Parent or Community Member
Kim Walton	Other School Staff
Jose Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on June 2, 2023.

Attested:

Principal, Carlos Castillo on 6-2-2023

SSC Chairperson, Jim Vlcek on 6-2-2023



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.470 Board Consideration of Approval of Public Notice from Galt Joint Union Elementary School District (GJUESD) to California School Employees Association (CSEA) [Public Notice / “Sunshine”] 1. Article IX: Leaves - The District proposes to clarify language. 2. Article XIII: Lay-Off and Re-Employment - The District proposes to update the language. 3. Article XIX: Fringe Benefits - Annually open for negotiations. 4. Article XX: Wages - Annually open for negotiations.
Presenter: Lois Yount	Action Item: XX Information Item:

The Galt Joint Union Elementary School District (GJUESD) presented its initial Public Notice / “Sunshine” statement to inform the public of matters negotiated between the GJUESD and the California School Employees Association (CSEA) Galt Chapter 362 on May 17, 2023. The District proposes contract language in the following articles:

1. Article IX: Leaves – The District proposes to clarify language.
2. Article XIII: Lay-Off and Re-Employment – The District proposes to update language.
3. Article XIX: Fringe Benefits – Annually open for negotiations.
4. Article XX – Wages – Annually open for negotiations.

Galt Joint Union Elementary School District
Initial Public Notice From Galt Joint Union Elementary School District
PUBLIC NOTICE / "SUNSHINE"
May 17, 2023

The Galt Joint Union Elementary School District ("District") hereby presents its initial PUBLIC NOTICE "sunshine" statement in order to inform the public of matters which will be negotiated between the District and California School Employee Association Galt Chapter 362 ("CSEA") for the 2023-2024 school year. The District will propose contract language in the following re-opener Articles:

1. Article IX: Leaves - The District proposes to clarify language.
2. Article XIII: Lay-Off and Re-Employment - The District proposes to update the language.
3. Article XIX: Fringe Benefits - Annually open for negotiations.
4. Article XX - Wages - Annually open for negotiations.

ARTICLE IX

LEAVES

A. Bereavement

1. a. In the event of an immediate family member's death, an employee will be entitled to three (3) days paid leave.
- b. If required travel out of state or more than four hundred (400) miles one (1) way is necessary, an employee will be entitled to two (2) additional days up to a maximum of five (5) days paid leave.
2. Immediate family means mother, father, grandmother, grandfather, grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, sister-in-law, brother-in-law, aunt, uncle, niece, nephew of employee, or any relative living in the immediate household of the employee.

B. Jury Leave

1. An employee will be authorized paid leave time if required to serve on jury duty during their normal assignment.
2. Effective July 1, 2002, employees who work evening shifts who are called to jury duty shall be considered temporarily transferred to a Monday through Friday day shift when actually required to report for jury duty.
3. Employees authorized this leave shall be paid the difference between regular earnings and any amount received for jury fees.

C. Court Leave

1. a. An employee will be authorized paid leave time, for District related matters, if ordered to appear as a witness in court or to respond to an official order from another government agency/jurisdiction.
- b. This leave shall not be authorized for an employee to appear/respond as a litigant or for reasons of any employee misconduct
2. Employees authorized this leave shall be paid the difference between regular earnings and any amount received for witness/responding fees.

D. Sick Leave

1. An employee assigned to a regular full-time position accrues sick leave at the rate of one (1) day for each month of service. An employee assigned to a regular part-time position accrues sick leave on a pro-rated basis. Upon initial employment, an employee is credited with the sick leave that he would normally accrue during the first six (6) months of service. At the end of the six (6) month probationary period, the employee will be credited with the remaining days to be earned during the first year of employment.
2. In order to receive compensation while absent on sick leave, the employee must notify the District as soon as the absence is known.
3. Sick leave does not accrue during periods of absence without pay that are over two (2) weeks, but does accrue during all periods of leave with pay.
4. Verification by a doctor may be required after an absence of five (5) consecutive working days.
5. The District reserves the right to require medical verification of illness for shorter periods of time.
6. Immediately upon return to work after such absence, the employee shall fill out the appropriate form for reporting such absence and file it with the business office.
7. Any sick leave benefits earned, but unused on the date of termination of an employee who is retiring, shall have this unused sick leave converted to retirement credit in accordance with Government Code 20962.5.
8. Sick leave may be used for the catastrophic illness of a family member upon exhaustion of personal necessity leave. Family member is defined in Appendix D, Sick Leave Support System, and Section C.
9. The District shall provide all bargaining unit members a quarterly report on accrued sick leave and vacation.

E. Personal Necessity Leave/Personal Business Leave

1. An employee may use his/her accumulated sick leave in cases of personal necessity.
2. The employee may be required to furnish additional documentation, if the supervisor suspects abuse, misuse or a pattern in absenteeism.

3. An employee may use personal necessity to care for family illnesses.
4. Reasons which shall be considered as personal necessities are the following. (Prior notice shall be required before taking the leave), except in unforeseen circumstances.
 - a. Death of a relative or close friend.
 - b. Accident involving his/her person or property, or the person or property of a member of the immediate family of such emergency nature that the immediate presence of the employee is required during his/her workday.
 - c. Appearance in court as a litigant, party or witness under subpoena.
 - d. Serious or critical illness of a member of the immediate family calling for services of a physician, and of such an emergency nature that the presence of the employee is required during his/her workday.
 - e. Doctor's visits.
 - f. Other reasons approved by the employee's principal/supervisor.

F. Personal Reason Leave

1. An employee may elect to use two (2) days of his/her accumulated sick leave, per year, for personal reasons.
2. Personal Reason Leave requires at least one (1) workday written notice to the site supervisor, except in unforeseen or unavoidable situations.
3. Personal Reason Leave may not be used in the following situations:
 - a. Shall not be taken on the day before/after a holiday or recess period.
 - b. Shall not be used to engage in any activities related to a work stoppage.
 - c. Shall not be used to seek or engage in other employment.

G. Extended Illness Leave

1. If an employee is absent from duty because of illness or accident for a period of five (5) months or less, the amount deducted from his/her salary during the absence shall not exceed the cost of a substitute.

2. If a substitute is not employed while an employee is on extended illness leave, the bargaining unit member shall be entitled to their regular salary for all hours not worked by the substitute.
3. The five (5) month period begins on the first day of illness.
4. The differential pay commences after entitlement to all earned sick leave, comp time, vacation, and all available paid leave has been exhausted.

H. Industrial Accident or Illness Leave

1. An employee shall receive sixty (60) working days of leave with pay in any one fiscal year for an industrial accident or illness which is defined as one where the employee becomes ill or is injured while he/she is serving the District and the accident or illness is reported to the State Compensation Insurance Fund in accordance with their regulations, and the State Compensation Insurance Fund accepts responsibility for the treatment of the employee.
2. Allowable leave shall not accumulate from year to year.
3. Industrial accident or illness leave will commence on the first day of absence.
4. Payment for wages lost on any day shall not, when added to an award granted the employee under the workers' compensation laws of this State, exceed the normal wage for the day.
5. Industrial accident leave will be reduced by one (1) day for each day of authorized absence regardless of a compensation award made under workers' compensation.
6. When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the employee shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred for the same illness or injury.
7. The industrial accident or illness leave of absence is to be used in lieu of sick leave. When entitlement to industrial accident or illness leave has been exhausted, entitlement to other sick leave will then be used; but if an employee is receiving workers' compensation, he/she shall be entitled to use only so much of his accumulated sick leave or available sick leave, accumulated compensatory time, vacation or other available leave which, when added to the workers' compensation award, provide for a full day's wage or salary.

8. During all paid leaves of absence, whether industrial accident leave as provided in this section, sick leave, vacation, compensatory time or other available leave provided by law, the employee shall endorse to the District wage loss benefit checks received under the workers' compensation laws of this State. The District, in turn, shall issue the employee appropriate warrants for payment of wages or salary and shall deduct normal retirement and other authorized contributions. Reduction or entitlement to leave shall be made only in accordance with this section.
9. Any employee receiving benefits provided in this section shall during the periods of injury or illness, remain within the State of California unless the Superintendent authorizes travel outside the state.
10. The Superintendent, or designee, shall require certification by the attending physician that the employee is medically able to return to and perform the duties of his/her position.
11. An accident report shall be filed with the business office within 24 hours after the occurrence of the accident.

I. Maternity Leave

1. An employee may use sick leave for disabilities caused by pregnancy, miscarriage, and/or childbirth of the employee or employee's spouse.
2. The necessity for use of this leave, including the estimated dates on which the period of disability shall begin and end shall be verified in writing by the employee's or spouse's doctor.
3. If that doctor determines that the estimated dates need to be changed, the employee will provide the doctor's written verification to the District as soon as possible.
4. The employee shall provide the District written notice of intent to use this leave sixty (60) calendar days prior to the beginning of the disability period, except in unforeseen or unavoidable situations.

J. Parental Leave

The Board may grant an unpaid parental leave, not to exceed one (1) year, to an employee for child rearing. Terms, such as beginning/ending dates and length of leave, shall be mutually developed by the employee and the administration.

K. General Leave

A request by an employee to be absent without pay from regular duties for reasons other than those covered by this agreement may be granted at the discretion of the Board. Terms, such as beginning/ending dates and length of leave, shall be mutually developed by the employee and the Administration.

L. Personal Absence Without Pay

No leave for personal business or pleasure will normally be granted to classified employees during the regular school/fiscal year. If any leave is approved by the Superintendent, full pay will be deducted from the employee's salary for those days he/she is absent. The deduction for this absence will be determined by the hourly rate of the absent employee.

M. Family Care Leave

The District and CSEA shall follow all Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA) guidelines.

N. Military Leave

The rights of employees to military leave are as specified in the Military and Veteran's Code.

ARTICLE XIII

LAYOFF & RE-EMPLOYMENT

- A.
1. A layoff for the purpose of this Article shall be considered an involuntary separation of a permanent or probationary classified employee from active service due to lack of funds and/or lack of work.
 2. "Layoff for lack of funds or layoff for lack of work" includes any reduction in hours of employment or assignment to a classification or grade lower than that in which the employee has permanence, voluntarily consented to by the employee, in order to avoid interruption of employment by layoff.
 3. In the event of a reduction in hours, the District and CSEA shall meet and negotiate upon the request of either party regarding the decision and effects of the reduction in hours.
 4. Layoffs shall be made on a District-wide basis, and in reverse order of seniority in the classification in which the layoff occurs.
 5.
 - a. Seniority shall be determined by date of hire within each classification plus higher classifications.
 - b. Date of hire shall be that date on which an employee first rendered paid service in probationary/permanent status.
 - c. Seniority shall be earned in each classification, plus higher classifications, in which the employee has rendered paid service.
 - d. New employees hired on same date shall be ranked on the seniority list by lot.
 6. An employee laid off in one (1) classification who previously gained permanent status in a higher, equal or lower classification may bump into that classification provided his/her seniority is greater than the employee being displaced unless higher classification is a classification from which the employee was involuntarily demoted under AR4218.
 7. An employee displaced as a result of being bumped shall have the same bumping rights as stated in paragraph five (5) above and other rights granted in this article.
 8. An employee who elects separation in lieu of either bumping or assignment into a lower classification shall maintain his/her reemployment rights as defined in this article.

9.
 - a. A permanent or probationary employee who is to be laid off, shall be offered any temporary (substitute or short term) position available at that time for which the employee is qualified. Reemployment rights shall not be affected.
 - b. A permanent or probationary employee who is on the re-employment list will be given first consideration, before non-bargaining unit employees, for any substitute or short-term position available.
 10. Before a layoff occurs, the District shall develop a seniority list which shall be made available to CSEA and the employees who are to be laid off.
 11. Classification is defined as any position with a designated title and job description.
- B.
1. After the Board has determined that there is a lack of work or a lack of funds and has made the decision to lay off employees, the District will issue notices of layoff to affected employees.
 2. Employees to be laid off shall be notified by certified/registered mail sent to the most recent address provided to the District by the employee.
 3. The notice shall be deposited in the U.S. Mail no less than forty-five (45) calendar days prior to the effective date of the layoff. A list of employees to be laid off shall be made to the CSEA President.
 4. The notice shall contain the effective date of layoff, displacement rights, if any, and reemployment rights.
- C.
1. Employees who have been laid off shall be placed on a reemployment list for a period of thirty-nine (39) months.
 2. Employees who elect fewer hours, or assignment to a lower classification, shall be maintained on the reemployment list for an additional twenty-four (24) months, for a total of sixty-three (63) months.
 3. Offers of reemployment shall be made in reverse order of layoff, within classification, as vacancies occur.
 4. An employee who has voluntarily consented to fewer hours in paid status in order to avoid separation from active service shall be placed on the reemployment list and shall be offered, by seniority, the opportunity to return to a position in his/her former classification with the number of assigned hours at time of layoff or to a position with increased assigned time, at his/her option, as vacancies become available.

5. An employee bumping into a lower classification position shall be offered, by seniority, reinstatement to his/her former classification into a position with equal or more hours, at his/her former classification into a position with equal or more hours, at his/her option, as vacancies become available.
 6. Individuals on the reemployment list have either:
 - a. three (3) days to respond to a verbal offer of reemployment which, if refused, will be followed by written verification of the refusal, or
 - b. five (5) days to respond to a written offer sent by certified/registered mail, beginning the day deposited in the U.S. Mail to the most recent address supplied to the District by the employee.
 7.
 - a. Failure to respond within the time specified or refusal of employment after three offers shall cause the individual's name to be permanently removed from the reemployment list, however,
 - b. Failure to respond to an offer upon first becoming eligible shall not cause the employee's name to be removed from the reemployment list provided the employee has previously notified the District in writing of his/her temporary unavailability to accept a reemployment offer.
 - c. The period of unavailability shall be limited to one (1) occurrence and shall be for a period not to exceed thirty (30) calendar days.
 8. A permanent or probationary employee who is laid off and is subsequently reemployed shall retain seniority earned prior to the effective date of the layoff.
- D.
1. Sick leave earned and unused at the time of separation from employment shall be restored upon being reemployed.
 2. Sick leave credit earned at one (1) rate while in an employed status and unused at the time the hours in paid status are reduced, shall not change if the employee subsequently is assigned fewer hours.
 3. Employees laid off while on paid leave shall retain their employee benefits until the effective date of layoff.
 4.
 - a. Vacation time earned and unused at the time of layoff shall be paid off with the employee's final salary warrant.

- b. Twelve (12) month employees accepting reduction of hours shall be paid the difference between their current earned vacation and what would have been earned in a reduced-hour assignment.
 - 5. For computation of credit toward longevity pay rate and additional vacation, time separated and on a reemployment, list shall not be counted. However, credit for these purposes earned prior to separation will be restored upon reemployment.
 - 6. The District will continue to provide the current health, dental and vision insurance coverage for one (1) month following the employee's final scheduled day of service.
- E. If an employee feels that he/she was improperly laid off, the employee shall meet directly with the Superintendent to discuss the employee's complaint. If the complaint is valid, the employee shall be reinstated to his/her former position.

ARTICLE XIX
FRINGE BENEFITS

The District and CSEA agree to continue negotiating to explore alternative health care providers.

- A. 1. Effective January 1, 2022 each full-time employee may elect one (1) of the following health plan alternatives:

One Party

Plans	Sutter-High	Sutter - Low	Kaiser- High	Kaiser - Mid	Kaiser – Low
Medical	763.20	685.40	802.06	735.78	523.87
Dental/Ortho	116.63	116.63	116.63	116.63	116.63
Vision	20.60	20.60	20.60	20.60	20.60
\$30,000 Life	3.75	3.75	3.75	3.75	3.75
Totals	904.18	826.38	943.04	876.76	664.85
District Allowance	750.00	750.00	750.00	750.00	750.00
Employee Share	154.18	76.38	193.04	126.76	0.00

Two Party

Plans	Sutter - High	Sutter - Low	Kaiser -High	Kaiser - Mid	Kaiser – Low
Medical	1526.60	1371.00	1604.13	1471.57	1047.78
Dental/Ortho	116.63	116.63	116.63	116.63	116.63
Vision	20.60	20.60	20.60	20.60	20.60
\$30,000 Life	3.75	3.75	3.75	3.75	3.75
Totals	1667.58	1511.98	1745.11	1612.55	1188.72
District Allowance	750.00	750.00	750.00	750.00	750.00
Employee Share	917.58	761.98	995.11	862.55	438.72

Family

Plans	Sutter - High	Sutter - Low	Kaiser -High	Kaiser - Mid	Kaiser – Low
Medical	2160.50	1940.30	2269.84	2082.26	1482.55
Dental/Ortho	116.63	116.63	116.63	116.63	116.63
Vision	20.60	20.60	20.60	20.60	20.60
\$30,000 Life	3.75	3.75	3.75	3.75	3.75
Totals	2301.48	2081.28	2410.82	2223.24	1623.53
District Allowance	750.00	750.00	750.00	750.00	750.00
Employee Share	1551.48	1331.28	1660.82	1473.24	873.53

2. Employees shall pay any premium amount above the District Allowance.

- B. 1. The parties agree to continue the 125 Plan, at no cost to the District or employees.

2. Cash-in-lieu of benefits (\$150/month) is only available to classified employees hired prior to June 30, 2006.
3. Classified employees receiving cash-in-lieu of benefits, who return to district health care after June 30, 2006 will no longer be entitled to return to the cash-in-lieu status.

D. Effective December 1, 1988:

1. Full time employees who work eight (8) hours per day and at least ten (10) months per year are eligible for full fringe benefit coverage.
2. Part time employees working four (4) hours or more per day and at least ten (10) months per year are eligible for pro-rated fringe benefit coverage based on an eight (8) hour work day.
3. Employees hired prior to the above date (12/1/88) and eligible for pro-rated coverage based on a six (6) hour day, shall now have pro-rated coverage based on an eight (8) hour day. However, this shall be for purposes of increasing and not decreasing their pro-rated coverage.
4. Benefits will continue for employees working less than four (4) hours per day who were granted medical coverage prior to 10/1/84 and dental coverage prior to 11/18/85.

D. The District will provide paid medical insurance for employee only, upon retirement, after twenty (20) consecutive years of service to the District from age sixty (60) until age sixty-five (65). To be eligible, an employee must be no less than 60 years of age prior to the date of retirement.

E. The District agrees to pay employee's portion of State Disability Insurance on all earnings.

F. Both parties shall follow the rules and regulations of the carriers/administrators.

G. Pursuant to COBRA, the District will permit eligible employees and their dependents to remain in the District-offered health care plan at their own expense. Arrangements for advance payment shall be made with the Business Office.

ARTICLE XX

WAGES

- A.
1. The District agrees to provide a one percent (1%) bonus for all bargaining unit employees during the 2019-2020 fiscal year.
 2. The new contract term shall be July 1, 2019 through June 30, 2022, effective July 1, 2019.
- B. Longevity bonuses are effective July 1, 2017
1. A \$750 longevity bonus shall be paid to employees annually on July 1 after ten (10) consecutive years of District service per each employee's contract.
 2. An additional \$1,250 longevity bonus shall be paid to employees annually on July 1 after fifteen (15) consecutive years of District service per each employee's contract.
 3. A \$2,000 longevity bonus shall be paid to all employees annually on July 1 after twenty (20) consecutive years of District service per each employee's contract.
 4. A \$2,500 longevity bonus shall be paid to all employees annually on July 1 after twenty-five (25) consecutive years of District service per each employee's contract.
 5. Beginning in 2009/10, eligible classified employees shall be given an option to elect a one-time longevity payment in July or continue with an on-going payment over the course of the year.
- C. Employees must be in a paid status no less than seventy-five percent (75%) of the previously scheduled (10/12 months) District work year to be eligible for any July 1st step advance, earned vacation, and/or longevity bonus credit.
- D.
1. CSEA and the District agree to implement the "PERS PICK UP" program effective March 1, 1996.
 2. There shall be no cost to the District except for normal payroll costs.
 3. Both parties shall follow all procedures of PERS, County Office of Education, IRS, and all other regulating agencies in implementing this program.
- E. Salary comparability studies shall be designated to a committee comprised of two (2) members of CSEA and two (2) District representatives.

- F. Bilingual compensation in the amount of a two and a half percent (2.5%) stipend shall be provided as per the provisions below:
1. Only employees in the following classifications shall be eligible for the stipend:
 - a. School Secretary I
 - b. School Secretary II
 - c. Health Assistant II
 - d. Health Secretary
 - e. District Office Clerk II
 2. Employees must work at the following sites to be eligible to received the stipend, however, each site shall be limited to the number of employees indicated below:
 - a. River Oaks Elementary
Three (3) employees
 - b. Lake Canyon Elementary
Three (3) employees
 - c. Marengo Ranch Elementary
One (1) employee
 - d. Valley Oaks Elementary
Two (2) employees
 - e. Vernon E. Greer Elementary
Two (2) employees
 - f. Fairsite Preschool and Readiness Center
One (1) employee
 - g. District Office
Two (2) employees
- G. The District agrees to participate in the CSESAP in fiscal years where the State allocates an appropriation of funds in the annual Budget Act or another statute (Education Code §45500). In participating years, District shall extend this benefit option to the bargaining unit.



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.471 Board Consideration of Approval of Memorandum Of Understanding Between the California School Employees Association and its Galt Chapter #362 (CSEA) and the Galt Joint Union Elementary School District Regarding Contract Language Changes to the Following Articles: <ul style="list-style-type: none"> ▪ Article VIII Employee Performance Evaluations ▪ Article X Transfers ▪ Article XV Transportation ▪ Article XXI Duration ▪ Article XXIV Food and Nutrition Service Absence and Vacancy Procedures ▪ Article XXVI Shoe Reimbursement
Presenter: Lois Yount	Action Item: XX Information Item:

During the 2022-23 negotiations, GJUESD and CSEA met to negotiate contract changes for the following Articles:

- Article VIII Employee Performance Evaluations
- Article X Transfers
- Article XV Transportation
- Article XXI Duration
- Article XXIV Food & Nutrition Absence/Vacancy Procedures
- Article XXVI Shoe Stipend

This Tentative Agreement has been ratified by CSEA.

Board approval is recommended.

Attachments:

1. Tentative Agreement
2. Articles with recommended changes

MEMORANDUM OF UNDERSTANDING (MOU)
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL (DISTRICT)

The parties agree to the following Tentative Agreement during 2022-23 negotiations:

A. The parties have agreed to the attached changes in:

- Article VIII Employee Performance Evaluations
- Article X Transfers
- Article XV Transportation
- Article XXI Duration
- Article XXIV Food & Nutrition Absence and Vacancy Procedures
- Article XXVI Shoe Stipend

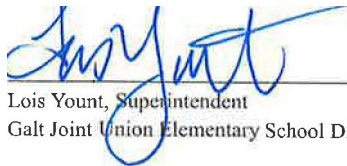
The above tentative agreement is subject to ratification by the CSEA bargaining unit and the District's Governing Board.

This Tentative Agreement, if ratified, concludes collective bargaining agreement negotiations for the 2022-23 contract year.



Lolli Jones, ident
CSEA Chapter #362

3-20-23
Date



Lois Yount, Superintendent
Galt Joint Union Elementary School District

3/20/23
Date



Cesar Mata, Labor Relations Representative
CSEA

3.20.23
Date

ATTACHMENTS

**ARTICLE VIII
EMPLOYEE PERFORMANCE EVALUATIONS**

- A. A permanent classified employee shall only be formally evaluated by an immediate supervisor or higher authority that has had the opportunity to observe the classified employee's performance for 5 or more months.
- B. The evaluation shall identify the employee's performance as appropriate. It will be in writing on a form prescribed for that purpose and will be discussed with the employee prior to being placed in the employee's file.
- C. If the employee disagrees with any aspect of the evaluation, he/she may prepare comments in writing to be attached to the evaluation **within ten (10) workdays.**
- D. Any negative evaluation shall include specific recommendations for improvements and provisions for assisting the employee in implementing these recommendations.
 - 1. For evaluations indicating two or more unsatisfactory indicators, a Performance Improvement Plan (PIP) is required.
 - 2. **The employee may appeal the PIP in writing within ten (10) workdays to the Human Resources Department Chief Human Resource Office. Ground for the appeal shall be based on one or more of the following: (a) The PIP was not based on fact, (b) the PIP was based on discriminatory standards, (c) the PIP was not conducted in conformance with this Article. Within ten (10) working days of receipt of such appeal, the Human Resources Department Chief Human Resource Officer or his/her designee, shall respond hear the appeal and render a decision whether to rescind, modify, or direct that the PIP be filed in the employee's personnel file with the employee's written statement attached.**
 - 3. **The employee and immediate supervisor shall meet within no less than 90 days after the issuance of the PIP to assess whether the employee has met satisfactory performance standards. The PIP shall be terminated upon employee meeting satisfactory performance standards or renewed for an additional ninety (90) days.**
- E. All newly hired employees or promoted employees are required to satisfactorily complete the six (6) month probationary period.
- F. Employees shall be considered permanent only after successful completion of the probationary period.

**ARTICLE X
TRANSFERS**

- A. A transfer is defined as ~~the movement of an employee from one position to another~~ **a change in work location of a bargaining unit member from one work site to another work site** within the same classification.
- B. ~~Job~~ **Work** site is the location where an employee is normally **regularly** assigned and performs their duties, or the location from which they perform duties throughout the District.
- C. A vacancy is defined as the creation of a new position by the District or when an existing position becomes vacant.
- D. **A change in the unit member's assignment within the same job classification and within the same work site is not a transfer.**
- E. Involuntary Transfers
1. **No Employee shall be involuntarily transferred for disciplinary reasons.**
 2. An employee shall be given written notice at least ten (10) workdays prior to the effective date of an involuntary transfer, except in unforeseeable circumstances. An employee provided less than ten (10) workdays notice shall receive compensation commensurate with one full day's pay for each workday below the ten (10) workday minimum. ~~This shall not apply to matters involving employee discipline.~~
 3. A unit member shall not be involuntarily transferred more than once during a fiscal year. ~~disciplinary matters excluded.~~
 4. **When an involuntary transfer is necessary, the District shall first seek volunteers. If there are no volunteers the least senior person (s) shall be selected for the transfer.**
- F. Voluntary Transfers
1. Vacancies shall be posted by the District at each school site and at the District Office for not less than five (5) workdays prior to opening the vacancy to outside applicants. A transfer opportunity notice shall be provided to employees within the classification. The position shall not be posted for outside applications during the five (5) day period.
 2. Any employee shall apply for a transfer by filing a written notice with the District Office within the above five (5) day period.
- G. In granting voluntary transfers, the District shall grant the transfer to the most senior applicant **within the classification**, unless the applicant is currently attempting to conform to a Performance Improvement Plan (PIP) or has an overall rating of "needs improvement" on their most recent evaluation. Where the applicants have the same seniority date, a tie will be broken by lot. If a drawing by lot is required, the District shall notify the affected employees and the CSEA Chapter President who shall be present at the time of the drawing to verify.

**ARTICLE XV
TRANSPORTATION**

A. Definitions

1. Seniority: For the purpose of assignment of time and routes, seniority will be based upon the employee's original date of hire as a regular bus driver.
2. Bus Driver: Is a bus driver who is assigned a daily bus route.
3. Bus Aide/Yard Supervisor: Is a yard supervisor that is trained to support students and staff while riding the bus.
4. Dispatcher: Is an employee whose primary assignment is the dispatching of all district vehicles, the assignment of all field trips and extra assignments and assisting in the development of bus routes.
5. Maintenance, Operations and Transportation (MOT) Clerk II: Is an employee whose primary assignment is equally divided to support MOT.
6. Mechanic: Is an employee whose primary assignment is the repair and maintenance of district vehicles and power equipment.
7. Bus Route: Is a regular home to school, school to home. Anything else is designated as either a field trip or extra assignment.
8. Field Trip: Is the transportation of students for anything other than a bus route as defined above.
 - a. A weekday field trip is any field trip Monday through Friday.
 - b. A weekend field trip is any field trip Saturday or Sunday.
9. Extra Work Assignments: Is any assignment not considered a Galt Elementary School District home to school route or Galt Elementary School District field trip.
10. Workweek: Monday through Friday, regular contracted days.
11. Temporary Vacancy: A bus route that is not being driven by a regular driver for more than ten (10) consecutive work days.

B. Seniority

1. Based upon the driver's original date of hire and continuous service as a bus driver in the classification, shall be the primary factor for first choice for the purpose of assignment of routes and field trips.
2. In the event two (2) or more drivers have the same hire date, the driver with the greatest number of hours in paid status in the transportation department shall have first choice. If hours in paid status are equal, the decision shall be made by lot.

C. Bus Route Bidding Procedures

1. Prior to the beginning of the school year, the district shall establish bus routes in order to implement the bidding procedure described below. A date shall be set prior to the beginning of each school year for bus routes to be bid by regular drivers. The district shall make available to regular drivers all routes to be bid at least three (3) working days prior to the date set for bidding. If a driver is unable to be present for the route selection, he/she may designate (in writing) another driver or a CSEA representative to bid in his/her absence.
2. The posted information will include starting and ending time, schools served, total number of estimated hours to be worked.
3. No routes will be assigned more than eight (8) hours per day.
4. Route changes of thirty (30) minutes or more occurring after initial bidding above will be filled according to the above procedures.
5. Summer school routes will be bid following the above procedures.

D. Field Trips

1. Night, weekend, holiday and additional trips not part of an employee's regular route shall be assigned from the volunteer trip rosters. The trip rosters will be made up of eligible bus drivers who sign up on a volunteer basis. Eligible bus drivers will be placed on the appropriate trip roster based on seniority. There shall be two (2) trip rosters. One for regular workweek field trips and one for weekend field trips. The trip rosters shall be posted and maintained on the field trip board. The names shall rotate from the greatest to least seniority. After the initial pass through the list by seniority, field trips shall be assigned to the driver with the least amount of accumulated field trips hours. Trip assignments shall be posted no later than Wednesday of the prior week. Should special needs vehicles or equipment be required, the regular driver of the special needs' vehicle will be assigned to another vehicle.

2. If a bus driver passes on a trip, they shall be charged in the same manner as if they had taken the trip and the hours shall be accumulated as if they had taken the trip for purposes of assigning future field trips. The only exception shall be if a driver is required to attend a district required meeting or another related district business.
3. A bus driver will be given at least three (3) workdays advance notice of field trip assignment. Without this advanced notice, it will not be counted as a refusal. When another driver is assigned a trip after this type of refusal, it will count as their turn and they will be passed on the next available trip they would receive.
4. With twenty-four (24) hour notice to transportation supervisor or designee drivers may trade trips schedules within the same week, if both drivers agree.
5. An emergency or short notice trip (less than three (3) workdays advance notice) which has been rejected by a driver up to two (2) hours before departure time or last-minute request by school shall be assigned to an available driver on the list.
6. If a trip has been assigned and subsequently canceled, that bus driver shall be assigned the next available unscheduled trip.
7. If a trip requires an overnight stay, the District shall be relieved of the obligation of payment for any hours between the time the driver is relieved of duties and the time duties resume the following morning.
8. A permanent record of all trip assignments will be maintained and posted in the transportation office for reference.
9. A driver that is on an extended leave more that (10) days shall be removed from the field trip rosters. Upon return the driver may request in writing to be placed on the field trip rosters. This request must be made at least twenty-four (24) hours prior to the weekly trip assignments posting. Drivers requesting to be added to the weekly trip list per this provision shall not be denied inclusion.

E. Extra Work Assignments

1. Extra work assignments shall be assigned in rotation by seniority.
2. The extra work assignment rotation list shall be maintained and kept in the transportation office.

F. Temporary Vacancies

1. Temporary vacancies (exceeding 10 days) of regular bus routes shall be filled by regular driver's first, by choice, in order of seniority. The route will be posted, as soon as practical, for not less than three (3) workdays. Any qualified driver may submit a bid during the posted time. If no contracted driver chooses to fill the temporary position it will be filled by a substitute driver. Upon the absent drivers return from leave, the "temporary" driver shall return to their original route.

G. Training and Qualifications

1. All drivers are required to demonstrate proficiency and the ability to safely operate all vehicles the district utilize to transport students.

2. All drivers are responsible to maintain all drivers' licensing requirements.
3. All drivers will be paid for time spent at required safety meetings and other service required to maintain drivers' licensing requirements.

H. Signing Bonus

Contracted Bus Drivers will receive a one-time signing bonus of \$1,500.00 for completing their first full year of service with the District subject to the following provisions:

The signing bonus will be disbursed in three payments:

- The 1st payment will total \$500.00 and be paid in the first payroll period upon employment.
- The 2nd payment will total \$500.00 and be paid in the payroll period following completion of a Bus Driver's six-month probationary period.
- The 3rd payment will total \$500.00 and be paid in the payroll period following completion of 12 calendar months of employment in the bus driver job classification.

This agreement shall go into effect on November 1, 2018.

I. Use of Video Cameras in District Owned Transportation Vehicles

1. Video cameras installed on any vehicle used for student transportation, for curricular and/or extra-curricular activities are for monitoring **activity passengers on in the** District vehicles, and promotion of passenger safety/security.
2. The videotapes and equipment will be maintained according to District **policy and administrative regulations** ~~prescribed procedures and policies.~~
3. The retention of videotapes is to be in accordance with District policy and administrative **regulations** ~~rules.~~
4. The events videotaped are to be used for deterring misconduct of students and promotion of the District's **vehicle bus** conduct rules and **for accident or reported incident purposes.** ~~not intended for use in discipline or evaluating work performance of bargaining unit members.~~
5. ~~The~~ **An employee, routed bus driver can request the supervisor pull for the videotapes** ~~cameras to be pulled~~ **for a vehicle operated by that employee on any given day, for an accident or reported incident purposes.** ~~by a supervisor.~~
6. A supervisor can pull ~~the~~ **videotapes** ~~cameras~~ upon accident or **reported** incident for the supervisor and ~~routed bus driver~~ **of that vehicle** to review.

**ARTICLE XXI
DURATION**

The parties agree to a new three (3) year term. The new term shall begin on or after July 1, ~~2019~~2022 and expire on June 30, ~~2022~~2025.

For the ~~2020-2021~~2023-2024 and ~~2021-2022~~2024-2025 school years, each party may choose no more than two articles to reopen during negotiations in addition to Article XIX and Article XX unless the parties mutually agree to open additional articles.

During the ~~2020-2021~~2023-2024 school year, Article XVIII shall be a mutually agreed upon automatic reopener~~s~~.

Except as set forth above, all other terms and conditions as set forth in the parties ~~2016-2019~~2019-2022 collective bargaining agreement shall remain status quo and shall be incorporated into the parties ~~2019-2022~~2022-2025 collective bargaining agreement.

1. Article XX Wages
 2. Article XIX Fringe Benefits
 3. No more than two additional (2) articles for each party
- A. CSEA shall begin the public notice procedures to reopen negotiations no earlier than September 1st of each year.

**ARTICLE XXIV
FOOD AND NUTRITION SERVICE ABSENCE AND VACANCY PROCEDURES**

The goal and objective for this MOU is to have uniformity in procedures, throughout all school sites, regarding food and nutrition service procedures.

Absences:

- A. In the event of a **Food and Nutrition Lead** Food Service Manager's absence, the food service worker **Food and Nutrition Assistant II** with the most seniority at this **his** or her school site, who holds a current Food Safety Manager Certification, shall be given priority to fill the manager **lead** position in both short-and long-term **absences** vacancies.
- B. The qualified food service worker **Food and Nutrition Assistant II** with the most seniority at his or her school site; backfilling for the **lead** manager position shall receive the pay wage range of the manager **lead** position, at Step 1 of the salary schedule or a 5% increase, whichever is higher, effective immediately on the first day, without a waiting period **the first full-day absence**.
- C. Vacancies caused by an absence **Absences** shall be backfilled, by seniority, using the remaining **Food and Nutrition Assistants** food service workers, along with qualified cashiers, at their school site.
- D. Food **and Nutrition** service employees will have the ability to work additional hours by site, by classification, using seniority, qualifications and availability.

Vacancies:

- A. **If a position becomes vacant the above procedures for absences will be followed until the position is filled.**

ARTICLE XXVI
SHOE ~~STIPEND~~ REIMBURSEMENT

M & O, Custodian, Mechanic, Groundskeeper, Warehouse Worker/Delivery Driver

June 18, 2018, the District and CSEA came to an agreement which provided a \$150 per year shoe ~~stipend~~ **reimbursement** for maintenance, custodians and groundskeepers.

CSEA and the District have agreed the classifications eligible for the shoe ~~stipend~~ **reimbursement**

shall include the following:

- Maintenance Worker
- Groundskeeper
- Custodian
- Warehouse Worker/Delivery Driver
- Mechanic

Furthermore, CSEA and the District have agreed upon the following criteria for the shoe ~~stipend~~ **reimbursement**:

- Soles must be slip resistant
 - Proof of which can be provided by the original packaging of the shoes, advertisement of the shoes or if indicated on the purchase receipt or the shoe itself
 - Closed toed
 - Toe cap (covering the toes) should be water resistant

- **In lieu of purchase, reimbursement may be used to resole already approved shoes.**

Any employees who have already received the ~~stipend~~ **reimbursement** prior to ratification of this agreement shall be grandfathered in.



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.472 Board Consideration of Approval of Resolution 13; Resolution of the Governing Board Authorizing Absences for Participation in Religious Exercises or Instruction
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

Pursuant to Education Code 46014, with the written consent of the student’s parent/guardian, districts may excuse a student from school in order to participate in religious exercises or instruction.

For the district to receive average daily attendance funding for such absences, the Governing Board must first adopt a resolution permitting an excused absence for this purpose and regulations governing students’ attendance at religious exercises or instruction for reporting such absences.

The student must also attend the religious exercise or instruction for at least the minimum school day and not be absent for this purpose on more than four days of preschool a month. Pursuant to Education Codes 46112, 46113, 46117, and 46141, unless otherwise provided by law, the minimum school day is generally 180 minutes for kindergarten, 230 minutes for grades 1-3, and 240 minutes for grades 4-12.

BEFORE THE BOARD OF EDUCATION
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 13
AUTHORIZING ABSENCES FOR PARTICIPATION IN
RELIGIOUS EXERCISES OR INSTRUCTION

WHEREAS, Education Code 46014 authorizes the Board of Education to adopt a policy allowing students' absences for participation in religious exercise or instruction; and

WHEREAS, it is hereby declared to be the intent of the Legislature that this section shall be permissive only.

NOW, THEREFORE, BE IT RESOLVED, that pupils may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code.

BE IT FURTHER RESOLVED, that such absence shall not be deemed absence in computing average daily attendance if all of the following conditions are complied with:

- a. Students will have written consent from their parents or guardians prior to attending such exercises or instruction.
- b. Each student shall attend the religious exercise or instruction for at least the minimum school day.
- c. No student shall be excused from school for such purpose on more than four days per school month.

PASSED AND ADOPTED by the Board of Education of the Galt Joint Union Elementary School District on June 21, 2023:

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTION: _____

President, Board of Education

I, _____ Clerk/Secretary of the Board of Education of the Galt Joint Union Elementary School District, County of Sacramento, do hereby certify that the foregoing resolution was duly adopted by said Board at a meeting held at its regular meeting place on June 21, 2023, which action is contained in the minutes of the meeting of said Board of Education.

ATTEST:

Clerk/Secretary, Board of Education



Board Meeting Agenda Item Information

Meeting Date: June 21, 2023	Agenda Item: 212.473 Board Consideration of Approval of Board Policies, Administrative Regulations, and Bylaws
Presenter: Lois Yount Donna Mayo-Whitlock	Action Item: XX First Reading:

A first reading of the following Board Policies, Administrative Regulations, and Bylaws was held on May 17, 2023. There were no public comments, and no changes were recommended by the Board.

Board approval is recommended.

Superintendent

1. BP/AR 0420.4 - Charter School Authorization
2. BP/AR 4218 - Dismissal/Suspension/Disciplinary Action
3. BB 9270 - Conflict of Interest
4. BB 9320 - Meetings and Notices

Educational Services

5. BP/AR 4030 - Nondiscrimination in Employment
6. BP/AR 5113 - Absences and Excuses
7. AR 5131.41 - Use of Seclusion and Restraint
8. BP/AR 5144 - Discipline
9. BP/AR 5144.1 - Suspension and Expulsion/Due Process
10. AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)
11. BP/AR 6173 - Education for Homeless Children
12. BP/AR 6173.1 - Education for Foster Youth
13. BP 6177 - Summer Learning Programs

Policy 0420.4: Charter School Authorization

Status: DRAFT

Original Adopted Date: 09/22/2021

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for students. In considering any petition to establish a charter school within the district, the Board shall give thoughtful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition to the Board for a charter school to be established within the district or for the conversion of an existing district school to a charter school. (Education Code 47605)

Any petition for a charter school shall include all components, signatures, and statements required by law, as specified in the accompanying administrative regulation. The proposed charter shall be attached to the petition. (Education Code 47605)

The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, the Superintendent or designee may also meet with the petitioners to establish workable plans for contracted services which the district may provide to the proposed charter school.

The Board shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

Timelines for Board Action

Within 60 days of receiving a charter petition, the Board shall hold a public hearing on the charter provisions, at which time the Board shall consider the level of support for the petition by district teachers, other district employees, and parents/guardians. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

The Board shall either grant or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter, the district shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the district. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code 47605)

The Superintendent or designee shall maintain accurate records, in relation to each charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

Approval of Petition

A charter petition shall be granted only if the Board is satisfied that doing so is consistent with sound educational practice and the interests of the community in which the school is proposing to locate. In granting charters, the Board shall consider the academic needs of the students the charter school proposes to serve and shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving, based on standards established by California Department of Education (CDE). (Education Code 47605)

Prior to authorizing any charter, the Board shall verify that the charter includes adequate processes and measures for monitoring and holding the school accountable for fulfilling the terms of its charter and complying with all applicable laws, including Education Code 47604.1. Such processes and measures shall include, but are not limited to, fiscal accountability systems, multiple measures for evaluating the educational program, inspection and observations of any part of the charter school, and regular reports to the Board.

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

When a petition is approved by the Board, it shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the petition to the County Superintendent of Schools, CDE, and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

The Board shall summarily deny any charter petition that proposes to:

1. Operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)
2. Convert a private school to a charter school (Education Code 47602)
3. Serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district (Education Code 47605)
4. Offer nonclassroom-based instruction (Education Code 47612.7)

Regarding all other charter petitions, the Board shall deny a petition only if the Board makes written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605; 5 CCR 11967.5.1)

1. The charter school presents an unsound educational program that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit for, the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain a clear, unequivocal statement described in Education Code 47605(e), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220.
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(c).
6. The petition does not contain a declaration as to whether the charter school shall be deemed the exclusive public employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances that analyze and consider

the following factors:

- a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings
 - b. Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate
8. The district is not positioned to absorb the fiscal impact of the proposed charter school. The district meets this criterion if it has a negative interim certification, has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the district having a negative interim certification, or is under state receivership.

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll students with disabilities who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

Appeals

If the Board denies a petition, the petitioner may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to SBE. (Education Code 47605)

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code 47605)

Within 30 days of receipt of an appeal submitted to SBE, the Board may submit a written opposition to SBE, which may include supporting documentation, detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code 47605)

If either the County Board or SBE remands the petition to the Board because the petition on appeal contains new or different material terms, the Board shall reconsider the petition and shall grant or deny the petition within 30 days. (Education Code 47605)

Regulation 0420.4: Charter School Authorization

Status: DRAFT

Original Adopted Date: 09/22/2021

Petition Signatures

A petition for the establishment of a start-up charter school must be signed by either of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
2. A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation

A petition that proposes to convert an existing public school to a charter school must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

Any petition circulated to collect signatures shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having a child attend the charter school, or a teacher's signature means that the teacher is meaningfully interested in teaching at the charter school. (Education Code 47605)

Staff Advisory Committee

The Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a charter petition based on the requirements in Education Code 47605 and to identify any concerns that should be addressed by the petitioners.

Components of Charter Petition

All charter petitions shall comply with the applicable requirements of Education Code 47605, other state and federal laws, and district policies.

The charter petition shall include affirmations that the charter school will be nonsectarian in its programs, admission policies, employment practices, and operations; will not charge tuition; and will not discriminate against a student on the basis of characteristics listed in Education Code 220. The petition shall also contain reasonably comprehensive descriptions of: (Education Code 47605)

1. The educational program of the proposed school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.
2. The charter school's annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established for the proposed school, goals aligned with those priorities, and specific annual actions to achieve those goals.

If the proposed charter school will serve high school students, the petition shall describe the manner in which the school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "A-G" admissions criteria may be considered to meet college entrance requirements.

3. The measurable student outcomes identified for use by the charter school.

Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served by the charter school.

4. The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
5. The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
6. The qualifications to be met by individuals to be employed by the charter school.
7. The procedures that the charter school will follow to ensure the health and safety of students and staff, including the following requirements:
 - a. Each charter school employee shall furnish the school with a criminal record summary as described in Education Code 44237.
 - b. The charter school shall develop a school safety plan which includes the topics listed in Education Code 32282(a)(2)(A)-(J).
 - c. The charter school's safety plan shall be reviewed and updated by March 1 each year.
8. The means by which the charter school will achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, that is reflective of the general population residing within the district's territorial jurisdiction.
9. The charter school's student admission policy. The petition shall, in accordance with Education Code 47605(e), specify procedures for determining enrollment when the number of applicants exceeds the school's capacity, including requirements for the use of a public random drawing, admission preferences, and priority order of preferences as required by law and subject to Governing Board approval.
10. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Board's satisfaction.
11. The procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as specified in Education Code 47605.

Such procedures shall contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless written notice of the intent to remove the student is given to the student's parent/guardian at least five schooldays before the effective date of the removal. In the case of a homeless student or foster youth, the notice shall be given to the student's educational rights holder. Additionally, a foster youth's attorney and county social worker, and an Indian child's tribal social worker, and if applicable, the county social worker, shall be given such notice.

The notice shall inform the student, the student's parent/guardian, and any other specified individual, as applicable, of the right to initiate a hearing as described in Education Code 47605, before the effective date of the removal. The notice shall be provided in the student's parent/guardian's, or other applicable person's language, and, if such a hearing is initiated, shall include the student's right to remain enrolled in the charter school until a final decision is made by the charter school.

In addition, the procedures shall contain a statement pertaining to the provision of homework assignments to suspended students as specified in Education Code 47606.2.

Such procedures shall also include processes by which the charter school will notify the Superintendent of the district of the student's last known address and, upon request, provide the student's cumulative record to the district, when a student is expelled or leaves the charter school without graduating or completing the school year for any reason. In addition, the procedures shall describe the means by which the district can contact the charter school if the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason.

Involuntarily removed means disenrolled, dismissed, transferred, or terminated, but does not include suspensions. (Education Code 47605)

12. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
13. The public school attendance alternatives for students residing within the district who choose to not attend the charter school.
14. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.
15. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.
16. A declaration as to whether the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.
17. Consistent with 5 CCR 11962, the procedures to be used if the charter school closes, including, but not limited to:
 - a. Designation of a responsible entity to conduct closure-related activities
 - b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the charter school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:
 - i. The effective date of the closure
 - ii. The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
 - iii. The students' districts of residence
 - iv. The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
 - c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with Item #17a above
 - d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with Item #17a above, except for records and/or assessment results that the charter may require to be transferred to a different entity
 - e. Transfer and maintenance of personnel records in accordance with applicable law
 - f. Completion of an independent final audit within six months after the closure of the charter school that may function as the annual audit, which includes an assessment of the disposition of any restricted funds received by or due to the school and an accounting of all financial assets and liabilities pursuant to 5 CCR 11962
 - g. Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise

addressed pursuant to 5 CCR 11962h. Completion and filing of any annual reports required pursuant to Education Code 47604.33

- h. Identification of funding for the activities identified in Item #17a-g above

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

1. The facilities to be used by the charter school, including where the school intends to locate
2. The manner in which administrative services of the charter school are to be provided
3. Potential civil liability effects, if any, upon the charter school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation
5. If the charter school is to be operated by or as a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school

Location of Charter School

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

A charter school may establish a resource center, meeting space, or other satellite facility within the jurisdiction of the school district where the charter school is physically located if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
 2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.
-

Policy 4218: Dismissal/Suspension/Disciplinary Action

Status: DRAFT

Original Adopted Date: 11/28/2022

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

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

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

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

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

Procedures for Serious Disciplinary Proceedings

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

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

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

If a timely request is submitted, a hearing shall be conducted by the Board. (Education Code 45113, 45312)

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

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the

Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

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

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

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

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

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

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

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

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

Regulation 4218: Dismissal/Suspension/Disciplinary Action

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 11/28/2022

Causes for Disciplinary Action

A permanent classified employee may be subject to suspension, demotion, involuntary reassignment, or dismissal for one or more of the following causes:

1. Immoral conduct, including, but not limited to, egregious misconduct that is the basis for a sex offense as defined in Education Code 44010, a controlled substance offense as defined in Education Code 44011, or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Conduct that constitutes a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c)
3. Unlawful discrimination, including harassment, against any student or other employee
4. Violation of or refusal to obey state or federal law or regulation, Board policy, or district or school procedure
5. Falsification of any information supplied to the district, including, but not limited to, information supplied on application forms, employment records, or any other school district records
6. Unsatisfactory performance
7. Unprofessional conduct
8. Dishonesty
9. Neglect of duty or absence without leave
10. Insubordination
11. Use of alcohol or a controlled substance while on duty or in such close time proximity thereto as to affect the employee's performance
12. Destruction or misuse of district property
13. Failure to fulfill any ongoing condition of employment including, but not limited to, maintenance of any license, certificate, or other similar requirement specified in the employee's class specification or otherwise necessary for the employee to perform the duties of the position
14. A physical or mental condition which precludes the employee from the proper performance of duties and responsibilities as determined by competent medical authority, except as otherwise provided by a contract or by law
15. Retaliation against any person who, in good faith, reports, discloses, divulges, or otherwise brings to the attention of any appropriate authority any information relative to an actual or suspected violation of state or federal law occurring on or directly related to the job
16. Violation of Education Code 45303 or Government Code 1028 prohibiting the advocacy or teaching of communism
17. Any other misconduct which is of such nature that it causes discredit or injury to the district or the employee's position

No disciplinary action shall be taken for any cause which arose before the employee became permanent, nor for any cause which arose more than two years before the date of the filing of the notice of cause unless this cause was concealed or not disclosed by the employee when it could be reasonably assumed that the employee would have disclosed the facts to the district. (Education Code 45113)

Initiation and Notification of Charges

The Superintendent or designee shall provide notice to the employee of a recommendation for discipline, which includes the charges and materials upon which the recommendation is based. The notification shall identify an impartial district official ("Skelly officer") with whom the employee may meet at a specified time and place or to whom the employee may provide a written response to the recommendation of discipline. After meeting with the employee or considering any response from the employee, the Skelly officer shall recommend to the Superintendent or designee whether to proceed with the recommendation for discipline.

The Superintendent or designee shall file any final recommendation for a disciplinary action in writing with the Governing Board. A copy of the recommendation shall be served upon the employee either personally or by registered or certified mail, return receipt requested, at the employee's last known address.

The notice shall, in ordinary and concise language, inform the employee of the specific charge(s) or cause(s) for the disciplinary action, the specific acts and omissions upon which the action is based, and, if applicable, the district rule or regulation that the employee has allegedly violated. In addition, the notice shall include the employee's right to a hearing on those charges, the time within which the hearing may be requested which shall be not less than five days after service of the notice to the employee, and a card or paper which the employee may sign and file to deny the charges and request a hearing. (Education Code 45113, 45116)

Request for Board Hearing

Within the time specified in the notice of the recommendation of disciplinary action, the employee may request a hearing on the charges by signing and filing the card or paper included with the notice. (Education Code 45113)

Any other written document signed and appropriately filed within the specified time limit by the employee shall constitute a sufficient notice of the request for a hearing. The request shall be delivered to the office of the Superintendent or designee during normal work hours of that office. If mailed to the office of the Superintendent or designee, it must be received or postmarked no later than the time limit specified by the district. In cases where an order of suspension without pay has been issued in conjunction with a recommendation of dismissal, any request for a hearing on the dismissal shall also constitute a request to hear the suspension order, and the necessity of the suspension order shall be an issue in the hearing.

Employment Status Pending a Disciplinary Hearing

A classified employee against whom a recommendation for disciplinary action has been issued may remain on active duty or may be placed on paid leave pending a hearing on the charges. The employee shall not be suspended without pay, suspended or demoted with a reduction in pay, or dismissed pending the outcome of a timely requested hearing, except as specified below. (Education Code 45113)

However, the disciplinary action may be imposed prior to the decision if the Board, or an impartial third-party hearing officer provided pursuant to a collective bargaining agreement, finds by a preponderance of the evidence that at the time discipline was imposed, the employee (1) engaged in criminal misconduct, (2) engaged in misconduct that presents a risk of harm to students, staff, or property, or (3) committed habitual violations of the district's policies or regulations. Such finding(s) must be made at the conclusion of the Skelly review process. (Education Code 45113)

In such cases where the disciplinary action is imposed prior to the decision, the employee shall be given written notice of the disciplinary action and the findings made at the conclusion of the Skelly review process. Such written notice shall be served upon the employee personally.

In addition, the district may cease paying the employee if a decision has not been rendered by an impartial third-party hearing officer, pursuant to a collective bargaining agreement, or the Board within 30 days of the date the hearing was requested. (Education Code 45113)

Compulsory Leave of Absence

Upon being informed by law enforcement that a classified employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes:

1. Any sex offense as defined in Education Code 44010
2. Violation or attempted violation of Penal Code 187, prohibiting murder or attempted murder
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

The Superintendent or designee may place on an immediate compulsory leave of absence a classified employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1 except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinols.

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless the employee demands a hearing on the dismissal.

Bylaw 9270: Conflict Of Interest

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 10/19/2022

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by the Board member's, district employee's, or other designated persons financial, family, or other personal interest or consideration.

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

A district official, including a Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the district official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the district official, the district official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A district official makes a governmental decision when, within the authority of the office or position, the district

official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before another district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a district official shall participate in the making of a contract in which the district official has a financial interest if such participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

To avoid improper influence over the Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract, district officers, which includes Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A district officer is prohibited from accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, if the Board member knows or has reason to know that the party or participant has a financial interest in the Board's decision.
2. Any district officer who received a contribution of more than \$250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the Board rendering a decision in the proceeding. If the district officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the Board's decision, the district officer shall not make, participate in making, or in any way attempt to use the official position to influence the Board's decision.
3. A district officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the district officer knows or should have known about the contribution and the proceeding.
4. A district officer who unknowingly accepts, solicits, or directs a contribution of more than \$250 during the 12 months after the date of the Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding \$250, within 14 days of accepting, soliciting, or directing the contribution, provided the district officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution. The district officer shall maintain records of curing the violation.

The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Not discuss or vote on the matter, or otherwise act in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. The Board member may listen to the public discussion and deliberations of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member shall either make a motion to remove the item from the consent calendar or the Board member shall abstain from voting on the consent calendar. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose the interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that the recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract in which there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. (Government Code 1091)

In addition, a Board member shall not be considered to be financially interested in a contract in which the interest is a "noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for actual and necessary expenses incurred in the performance of official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which the Board member's private or personal interest may conflict with official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.
2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches
 2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes
-

Bylaw 9320: Meetings And Notices

Status: DRAFT

Original Adopted Date: 12/16/2009 | **Last Revised Date:** 04/27/2022

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

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

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

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

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953)

Regular Meetings

The Board shall hold one regular meeting(s) each month except July. Regular meetings shall be held at 7:00p.m. on the 3rd Wednesday(day) at the Galt City Hall Chamber, 380 Civic Drive, Galt, CA 95632.

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

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose or on the district web site, consistent with Government Code 54957.5, at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the

local media who have requested such notice in writing. The notice also shall be posted on the district's website. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

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

Emergency Meetings

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

An emergency situation means either of the following: (Government Code 54956.5)

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

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

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

Adjourned/Continued Meetings

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

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

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

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

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

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

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques

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

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in Items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

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

Traditional Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction.

All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Unless a Board member participates by teleconference pursuant to the provisions described in the sections "Teleconferencing During a Personal Emergency," "Teleconferencing For 'Just Cause'" or "Teleconferencing During a Proclaimed State of Emergency" below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere.

All teleconference locations shall be accessible to the public and the public shall have the right to address the Board directly at each teleconference location. Additional teleconference locations may be provided to the public. (Government Code 54953)

Teleconferencing During a Personal Emergency

Until January 1, 2026, with approval from the majority of the Board, a Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the Board member from attending in person. The Board member requesting to appear remotely shall notify the Board of the emergency situation as soon as possible, and provide a concise general description of the circumstances relating to the Board member's need to appear remotely. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

A Board member may not appear remotely under emergency circumstances for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely under emergency circumstances for more than two meetings. (Government Code 54953)

When a Board member is approved to participate remotely due to emergency circumstances, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If permitted to participate remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing for "Just Cause"

A Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A Board member appearing for just cause shall notify the Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

Just Cause may exist for any of the following: (Government Code 54953)

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

When a Board member participates remotely for just cause, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If the Board member participates remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

Until January 1, 2024, the Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person

would present imminent risks to the health or safety of attendees

3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the district's control that prevents members of the public from offering public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
 2. State or local officials continue to impose or recommend measures to promote social distancing
-

Policy 4030: Nondiscrimination In Employment

Status: DRAFT

Original Adopted Date: 11/20/2013 | **Last Revised Date:** 06/22/2022

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

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

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decisionmaking, defined as a person's decision to use or access a particular drug, device, product, or medical service for reproductive health. (Government Code 12926, 12940)

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

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

1. Hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
 - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
 - c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
 - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

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

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

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

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

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

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

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

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

Regulation 4030: Nondiscrimination In Employment

Status: DRAFT

Original Adopted Date: 02/27/2008

All allegations of discrimination in employment, including those involving an employee, job applicant, intern, volunteer, or other person contracted to provide services to the district shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to organize and manage the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Educational Services Director
1018 C Street, Suite 210
209-744-4545 ext. 303
knijjar@galt.k12.ca.us

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Display in a prominent and accessible location at every work site where the district has employees, and post electronically in a conspicuous location on computers for employee use, up-to-date California Civil Rights Department (CRD) posters on the prohibition of workplace discrimination and harassment, the rights of transgender employees, and the rights and obligations of employees who are pregnant, have a related medical condition, or are recovering from childbirth (Government Code 12950; 2 CCR 11013, 11023, 11049)
2. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.8)
 - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
 - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
 - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available
3. Disseminate the district's nondiscrimination policy and administrative regulation to all employees by one or more of the following methods: (2 CCR 11023)
 - a. Printing and providing a copy to all employees, with an acknowledgment form for each employee to sign and return
 - b. Sending a copy via email with an acknowledgment return form
 - c. Posting a copy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
 - d. Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session
 - e. Any other way that ensures employees receive and understand the policy
4. Provide to employees a handbook which contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to employees who believe they have been the victim of any discriminatory or harassing behavior

5. Provide training regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

The district may also provide bystander intervention training to employees which includes information and practical guidance on how to recognize potentially problematic behaviors and which may motivate them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention. (Government Code 12950.2)

6. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law
7. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce (2 CCR 11023)

Complaint Procedure

Complaints of sexual harassment shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures if the alleged conduct meets the definition of sexual harassment pursuant to 34 CFR 106.30.

Any other complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant may inform a direct supervisor, another supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman. The complainant's direct supervisor may be bypassed in filing a complaint when the supervisor is the subject of the complaint.

The complainant may first attempt to resolve the situation informally with the complainant's supervisor before filing a written complaint.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, any available evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be disclosed as necessary to conduct an effective investigation.

If the coordinator determines that a detailed fact-finding investigation is necessary, the investigation shall begin immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out the investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator shall also determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed in order to prevent further incidents. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Remedial/Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of the findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report shall also include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment is prevented. The report shall be presented to the Superintendent or designee.

A summary of the findings shall be presented to the complainant and the person accused.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either CRD or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. For filing a complaint with CRD alleging a violation of Government Code 12940-12952, within three years of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)
 2. For filing a complaint with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
 3. For filing a complaint with EEOC after first filing a complaint with CRD, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by CRD, whichever is earlier (42 USC 2000e-5)
-

Policy 5113: Absences And Excuses

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulation. (Education Code 48205)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)

Regulation 5113: Absences And Excuses

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 05/18/2022

Excused Absences

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health. (Education Code 48205)
2. Quarantine under the direction of a county or city health officer. (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic service or appointment. (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family. (Education Code 48205)

Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. Jury duty in the manner provided for by law. (Education Code 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent. (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302. (Education Code 48205)

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment. (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

10. Attendance at the student's naturalization ceremony to become a United States citizen. (Education Code 48205)
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people. (Education Code 48205)
12. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence. Unless otherwise permitted by the Superintendent or designee,

students shall be limited to one such school day-long absence per school year. (Education Code 48205)

13. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school property as designated by the religious group, church, or denomination. (Education Code 46014)

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

14. Work in the entertainment or allied industry. (Education Code 48225.5)

Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (Education Code 48225.5)

15. Participation with a nonprofit performing arts organization in a performance for a public school audience. (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

16. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances. (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and

include the information specified in Item #2 above.

4. Physician's verification.

- a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
- b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination. (Education Code 46014, 48980)
 2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)
 3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)
-

Regulation 5131.41: Use Of Seclusion And Restraint

Status: DRAFT

Original Adopted Date: Pending

District staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus but are prohibited from using seclusion and behavioral restraint to control student behavior except as authorized by law when the behavior poses a clear and present danger of serious physical harm to the student, other students, or others on campus, and that cannot be immediately prevented by a less restrictive response.

Definitions

Behavioral restraint includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)

Mechanical restraint means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Prone restraint means the application of a behavioral restraint on a student in a facedown position. (Education Code 49005.1)

Seclusion means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student. (Education Code 49005.1)

Prohibitions

Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)

In addition, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)

1. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room
3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places the staff member's body weight against the student's torso or back
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face
5. Place a student in a facedown position with the student's hands held or restrained behind the student's back

6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others

Limited Use of Seclusion or Restraint

Staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be immediately prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)

When used, seclusion or restraint shall not be applied for longer than is necessary to contain the dangerous behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek the assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student, but shall not be made through indirect means such as a security camera or closed-circuit television. (Education Code 49005.8)

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student. (Education Code 49005.8)

Seclusion or restraint may only be applied to a student with disabilities in accordance with rules specified in AR 6159.4 Behavioral Interventions For Special Education Students. Staff may not apply seclusion or restraint to students with disabilities based on assumptions or stereotypes about disabilities or students with disabilities or for behavior that would not result in restraint or seclusion for students without disabilities.

The superintendent or designee shall provide training to staff in the safe and effective use of seclusion and restraint as appropriate.

Documentation of Seclusion and Restraint

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs. (Education Code 56521.1)

A behavior emergency report shall be completed and forwarded to the Superintendent or designee for review. This report shall include: (Education Code 56521.1)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavior intervention plan
6. Details of any injuries sustained by the student or others, including staff, as a result of the incident

Reports

The Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical

restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 6250-6270. (Education Code 49006)

Policy 5144: Discipline

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other

local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Regulation 5144: Discipline

Status: DRAFT

Original Adopted Date: 02/27/2008

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff, the student, and the student's parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Policy 5144.1: Suspension And Expulsion/Due Process

Status: DRAFT

Original Adopted Date: 06/27/2012

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the

types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Regulation 5144.1: Suspension And Expulsion/Due Process

Status: DRAFT

Original Adopted Date: 06/27/2012

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except

that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image

- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet web site created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

4. In addition, the notice may state the date and time when the student may return to school.
5. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely

because such individuals failed to attend the conference. (Education Code 48911)

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
 - c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)
 - e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student

during the suspension.

4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
 - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
 - b. The student's possession of over-the-counter medication for use by the student for medical purposes
 - c. Medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)
2. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

3. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
4. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be

considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

5. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))
6. Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

7. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - iii. The person conducting the hearing may:

- A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
 - C. Permit one of the support persons to accompany the complaining witness to the witness stand
8. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act

listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the

program is offered at a community day school established at any of these

3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)

Status: DRAFT

Original Adopted Date: 07/28/2010

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension or expulsion of a student with disabilities shall be in accordance with Board Policy 5144.1 - Suspension and Expulsion/Due Process and this administrative regulation.

When a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior. (Education Code 56521.2; 20 USC 1414)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 cumulative school days in a school year as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from the student's current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year
 - b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another

If a student's removal is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to the student or the student's parent/guardian when, as a result of a suspension, the student is excluded from school bus transportation. (Education Code 48915.5)

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from the student's current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow the student to participate in the general education curriculum and to progress toward meeting the goals set out in the IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. If the student is a foster youth, the notice shall be given to the student's educational rights holder, attorney, and county social worker, and, if the student is an Indian child, the student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5; 20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

If the student is a foster youth or Indian child, the foster youth's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, shall be invited to participate in the manifestation determination review. (Education Code 48915.5)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E);

34 CFR 300.530)

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which the student was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:** When it has been determined that the student's conduct was not a manifestation of the disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable the student to participate in the general education curriculum in another setting and to allow the student to progress toward meeting the goals set out in the IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances), 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), the parent/guardian may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that the student's information or records will not be disclosed to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed the student to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that the student was not an individual with a disability. (20 USC 1415(k)(5); 34 CFR 300.534)

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Policy 6173: Education For Homeless Children

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/24/2021

The Governing Board believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of students experiencing homelessness. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

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

The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

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

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

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

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

Regulation 6173: Education For Homeless Children

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 06/22/2022

Definitions

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

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

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

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

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

District Liaison

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

Jane Kinner, SSW
800 Lake Canyon Avenue
jkinner@galt.k12.ca.us
209-744-5200

The district's liaison for homeless students shall: (Education Code 48851.3, 48851.5, 48852.5; 42 USC 11432)

1. Ensure that students experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that students experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, district schools

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

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

The Superintendent or designee shall inform students experiencing homelessness, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for students experiencing homelessness based on the student's best interest. (Education Code 48850; 42 USC 11432)

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

When determining the best interest of any student experiencing homelessness, the district shall give priority to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the request of the student. The student's educational stability and opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress and other student-centered factors related to the student's best interest, including the impact of mobility on the student's achievement, education, health, and safety, shall also be considered. (Education Code 48850; 42 USC 11432)

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

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

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

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

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

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

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

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

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

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district

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

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

Resolving Enrollment Disputes

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

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

The written explanation shall include:

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

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

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

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

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

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter. Any additional support needed because of a disability of that parent/guardian or

unaccompanied youth shall be made available without a charge.

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

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

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

Transportation

The district shall provide transportation for a student experiencing homelessness to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for students experiencing homelessness. (Education Code 39807.5)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they secure permanent housing, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a student experiencing homelessness transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned
3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. (Education Code 51225.2)

If the entire course was completed, the district shall not require the student to retake the course. (Education Code 51225.2)

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

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

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

Eligibility for Extracurricular Activities

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

Notification, Complaints, and Posting Requirements

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

Any complaint that the district has not complied with requirements regarding the education of students experiencing homelessness, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

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

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

Policy 6173.1: Education For Foster Youth

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 10/19/2022

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth as identified in the district's local control and accountability plan (LCAP). The Superintendent or designee shall also develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. To that end, the Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

Regulation 6173.1: Education For Foster Youth

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 10/19/2022

Definitions

Foster youth, foster child, or student in foster care means any of the following: (Education Code 42238.01, 48853.5)

1. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, whether or not the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361
2. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, whether or not the child has been removed from the child's home
3. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 727, and is in foster care as defined by Welfare and Institutions Code 727.4(d)
4. A nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01
5. A child who has been removed from the youth's home pursuant to Welfare and Institutions Code 309
6. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the court's jurisdiction in accordance with the tribe's law
7. A child who is the subject of a voluntary placement agreement, as defined in Welfare and Institutions Code 11400(p)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is another school that the foster youth attended with which the foster youth is connected and that the foster youth attended within the preceding 15 months, the district liaison, in consultation with, and with the agreement of, the foster youth and the person holding the right to make educational decisions for the foster youth shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. (Education Code 48853.5)

Best interests of a foster youth means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 20 USC 6311)

District Liaison

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Jane Kinner
Lake Canyon Elementary
jkinner@galt.k12.ca.us
209-744-5200

The liaison or designee for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

3. Notify a foster youth's educational rights holder, attorney, and county social worker when a foster youth is undergoing any expulsion or other disciplinary proceeding including a manifestation determination for a foster youth who is a student with a disability, prior to a change in the foster youth's placement. (Education Code 48853.5, 48911, 48915.5, 48918.1)
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services
6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth
7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate instruction, counseling, tutoring, mentoring vocational training, and other related services for the district's foster youth
8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interests of the student to be placed in another education program and submits a written statement to the district indicating that determination and an awareness of the following:
 - a. The student has a right to attend a regular public school in the least restrictive environment
 - b. The alternate education program is a special education program, if applicable
 - c. The decision to unilaterally remove the student from the district school and to place the student in an alternate education program may not be financed by the district
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student

3. At the initial placement or any subsequent change in placement, the student exercises the right to continue in the school of origin, as defined above. In any such circumstance, the following shall apply:
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in the school of origin for the remainder of the school year
 - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in the school of origin through graduation
 - d. If the student is transitioning between school grade levels, the student shall be allowed to continue in the district in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school in the district. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from the school of origin, the liaison shall provide the foster youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the foster youth would be served by a transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth, regardless of whether the foster youth: (Education Code 48853.5)

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

If the foster youth or a person holding the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, an appeal may be filed with the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the foster youth or the person holding the right to make educational decisions for the foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable a foster youth to remain in the school of origin, for the duration of the time spent in foster care, when it is in the foster youth's best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20

USC 6312)

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for foster youth. (Education Code 39807.5)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the grades shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Policy 6177: Summer Learning Programs

Status: DRAFT

Original Adopted Date: 09/22/2021

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills, make academic progress, and develop social, emotional, and physical needs and interests through hands-on engaging learning experiences.

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

Summer School

The Superintendent or designee shall establish summer school classes pursuant to Education Code 46120.

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

As appropriate, priority for enrollment in summer school programs shall be given to district students who:

1. Need course credits in order to graduate from high school before the beginning of the next school year
2. Have been retained or are at risk of being retained at their grade level
3. Demonstrate academic deficiencies in core curriculum areas
4. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program
5. Are in grades transitional kindergarten (TK)-6 and are required to be offered or provided access to Expanded Learning Opportunities Programs pursuant to Education Code 46120 and BP/AR 5184.2 - Before/After School Programs

The remaining openings shall be offered to other district students on a first-come first-served basis.

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of district schools.

The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population. In addition, the Superintendent or designee may report on the extent to which students successfully achieved the outcomes established for the program.

Additional Summer Learning Opportunities

The Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning.

Strategies to support summer learning may include, but are not limited to:

1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations
 2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity
 3. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals
 4. Assigning summer vacation homework in core curricular subject(s) for extra credit
 5. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subject
 6. Arranging opportunities for community service
-