Galt Joint Union Elementary School District
Board of Education
"Building a Bright Future for All Learners"

Regular Board Meeting
June 21, 2021
6:00 p.m. Closed Session
7:00 p.m. Open Session

To Join Meeting
https://galt-k12-ca.zoom.us/j/88446011445
Or Telephone: 408-638-0968
Webinar ID: 884 4601 1445

Location: The Board meeting is a blended hybrid meeting with the trustees convening at a school location and broadcasted through teleconference for public access.

AGENDA

The teleconference meeting is being recorded and held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020.

The public may observe the open session meeting using the zoom link or phone number on the agenda.

Public Comment will be accepted by teleconference following the teleconferencing protocol included in the board packet.
- Public Comment is limited to three minutes or less.
- Comments indicating agenda topics can also be emailed to kbock@galt.k12.ca.us by 12:00 p.m. on June 18, 2021, and are limited to 450 words.

Individuals requiring reasonable modifications to access the meeting or accommodations to observe or participate in the Board meeting are invited to contact Kauai Bock at 209-744-4545 or kbock@galt.k12.ca.us by June 18, 2021.

A. **6:00 p.m. – Closed Session:** Vernon E. Greer Elementary Bright Future Learning Center

B. **Announce items to be discussed in Closed Session, Adjourn to Closed Session**
   1. PUBLIC EMPLOYMENT, Government Code 54957
      - Superintendent

   2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code 54957.6
      - 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. **Teleconference Board Meeting Protocol**

E. **Reports**
   LCAP GOAL 1
   Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

<u>LCAP GOAL 2</u>
Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

<u>LCAP GOAL 3</u>
Processes and measures for continuous improvement and accountability are applied throughout the District, including personalized evaluation processes for educators.
1. Measures of Academic Progress
2. California School Dashboard Local Indicator 2020-21

<u>LCAP GOAL 4</u>
School facilities are safe, healthy, hazard-free, clean, and equipped for 21st-century learning.

F.   Recognition
1. Recognition of Karen Schauer Ed.D., Superintendent, for Service and Leadership

G.   Routine Matters/New Business

202.207 Board Consideration of Approval of Resolution No. 16 In Recognition of Extraordinary Service and Leadership, The Galt Joint Union Elementary School District Board of Trustees Presents This Resolution in Honor of Karen Schauer Ed.D., Superintendent   MOTION

202.208 Consent Calendar
   a.   Approval of the Agenda   MOTION
      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 full 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 prior to the date of this meeting, and at the preceding meeting, the item was continued to this meeting.

   b.   Minutes
      ▪ May 26, 2021 Regular Board Meeting
      ▪ June 6, 2021 Special Board Meeting

   c.   Payment of Warrants
      ▪ Vendor Warrant Numbers: 21405101-21405166; 21406846-21406899; 21407347-21407376; 21408167-21408192; 21408772-21408811; 21409405-21409506
      ▪ Certificated/Classified Payrolls Dated: 6/10/21, 5/28/21

   d.   Personnel
      ▪ Resignations/Retirements
      ▪ Leave of Absence Requests
      ▪ New Hires/Reclassifications

e. Donations

f. Disposal of GJUESD Class 3 Records related to Business, Payroll, Human Resources, Accounts Receivable Food Service, Special Education, Business

g. Resolution No. 14 California State Preschool Program Contract Number CSPP-1399

h. Resolution No. 15 Prekindergarten and Family Literacy Program Contract Number CPKS-1072

i. Out of State Conference Attendance by Minh Do, Technology Coordinator: Las Vegas, Nevada, July 19-21, 2021- International Security Conference and Exposition

| **202.209** | Consent Calendar (Continued) – Items Removed for Later Consideration | MOTION |

| **202.210** | Board Consideration to Approve Superintendent's Employment Contract | MOTION |

| **202.211** | Board Consideration of Approval of Galt Joint Union Elementary School District 2021-22 Local Control Accountability Plan (LCAP) | MOTION |

| **202.212** | Board Consideration of Approval of Galt Joint Union Elementary School District 2021-22 Budget | MOTION |

| **202.213** | Board Consideration of Approval of 2021-22 Single Plan for Student Achievement for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary, and Robert L. McCaffrey Middle School | MOTION |

| **202.214** | Board Consideration of Approval of Job Description for Registered Behavior Technician (RBT) | MOTION |

| **202.215** | Board Consideration of Approval of Resolution Number 17 to Reduce or Eliminate Classified Staff Due to Lack Of Work/Lack Of Funds | MOTION |

| **202.216** | Board Consideration of Approval of 2020-2021 Reopener Negotiations between the California School Employees Association and its Galt Chapter #362 (CSEA) and the Galt Joint Union Elementary School District Tentative Agreement | MOTION |

H. **Public Comments** for topics not on the agenda

I. **Pending Agenda Items**
   1. School District Properties
   2. Low Performing Block Grant: Mathematics

3.   Brown Act Updates

The next regular meeting of the GJUESD Board of Education: July 28, 2021
Board agenda materials are available for review at the address below.

Galt Joint Union Elementary School District
1018 C Street, Suite 210
Galt, CA 95632

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	**Agenda Item: Closed Session**
Presenter: Karen Schauer	**Action Item:** **Information Item:** XX

1. PUBLIC EMPLOYMENT, Government Code 54957
   - Superintendent

2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code 54957.6
   - Employee Agency: (GEFA) Galt Elementary Faculty Association
   - Employee Agency: (CSEA) California School Employee Association
   - Non-Represented Employees

SESSION INTRODUCTION

1. Session is being recorded
2. Devices are muted

PUBLIC COMMENT PER ACTION ITEM

❖ **Public Participation: Board Bylaw 9323**
1. Public comment is 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, Board President may increase or decrease the time allowed for public comment.
4. Regular Board meetings shall be adjourned by 10:30 p.m.

❖ **Email Public Comment**
1. Email public comments, sent to kbock@galt.k12.ca.us 24 hours prior to the board meeting, will be read aloud by a meeting facilitator.
2. Email public comment is limited to 450 words.

❖ **Teleconference Webinar Public Conference**
1. As the board meeting progresses, **please use the raised hand icon** to make public comment for items on the agenda.
2. A meeting facilitator will announce your name, when it is your turn to provide public comment.
3. When unmuted, please state your name and indicate the agenda topic you are commenting upon.

BOARD VOTE AND CONNECTIVITY

1. For action items, the motion will be followed by a roll call vote.
2. Should a board member lose connectivity by teleconference or phone, the meeting will be delayed five minutes before reconvening.

Board Meeting Agenda Item Information

Meeting Date:	June 21, 2021	**Agenda Item: Reports**
Presenter:	Karen Schauer	**Action Item:** **Information Item:** XX

LCAP GOAL 1
Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

LCAP GOAL 2
Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

LCAP GOAL 3
Processes and measures for continuous improvement and accountability are applied throughout the District, including personalized evaluation processes for educators.
1.   Measures of Academic Progress
2.   California School Dashboard Local Indicator Results 2020-21

LCAP GOAL 4
School facilities are safe, healthy, hazard-free, clean, and equipped for 21st-century learning.

OTHER REPORTS

LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

1. **Measures of Academic Progress**
    The goal of data analysis is to inspire effective change for continued growth. In the GJUESD, data is used to guide our response to individual student needs. Data gauges the degree of effectiveness of programs and strategies, data identifies areas of focus with the ultimate goal of motivating all stakeholders to 'do better' for children. Data is used to take-action and improve instruction and services for children and staff.

    The following sets of data have been analyzed and have been used to draft LCAP goals and actions as it relates to curriculum, instruction and professional development:

DRA Results
End-Of-The-Year 2021

	Number of Students Meeting Benchmarks	Total Number of Students	Percent
TK-Kindergarten	214	342	62%
First	192	333	58%
Second	178	303	59%

MAP Results
Spring 2021
~Percent of Students Scoring at or Above the 60th/ 70th Percentile~

READING		MATH	
District	34%	District	27%
Grade 1	31%	Grade 1	33%
Grade 2	28%	Grade 2	30%
Grade 3	35%	Grade 3	27%
Grade 4	44%	Grade 4	26%
Grade 5	38%	Grade 5	25%
Grade 6	36%	Grade 6	24%
Grade 7	28%	Grade 7	24%
Grade 8	29%	Grade 8	25%

READING		MATH	
District	34%	District	27%
White	46%	White	52%
Latino	26%	Latino	18%
Socioeconomically Disadvantaged	26%	Socioeconomically Disadvantaged	17%
Students with Disabilities	16%	Students with Disabilities	13%
English Learners	15%	English Learners	10%
Reclassified Els	37%	Reclassified Els	24%

Note: GJUESD has determined that students in Grades 3-6 who score at or above the 60th percentile on MAP are more likely to score a Performance Level of 3 or higher on SBAC. A higher percentile target (70th) was determined for students in Grades 7-8 as the rigor of the courses increases.

SBAC and MAP Data
Interpretation of Scores Over Time

ELA/ Reading	Spring 2019	Spring 2020	Spring 2021
	SBAC Performance Level of 3 or 4	SBAC Suspended	MAP 60th / 70th Percentile
All Students	**51%**		**34%**
Grade 3	53%		35%
Grade 4	49%		44%
Grade 5	56%		38%
Grade 6	48%		36%
Grade 7	51%		28%
Grade 8	47%		29%

Mathematics	Spring 2019	Spring 2020	Spring 2021
	SBAC Performance Level of 3 or 4	SBAC Suspended	MAP 60th / 70th Percentile
All Students	**41%**		**27%**
Grade 3	**54%**		27%
Grade 4	**40%**		26%
Grade 5	**40%**		**25%**
Grade 6	**38%**		**24%**
Grade 7	42%		**24%**
Grade 8	33%		**25%**

Update on Growth Model
The California Department of Education (CDE) and State Board of Education (SBE) has been exploring various growth model methodologies for several years. At their May 2021 meeting, the SBE approved a methodology to calculate individual student growth scores using the Smarter Balanced assessment results in English-Language Arts (ELA) and mathematics and to aggregate those scores to the student group, school and local educational agency.

A private preview of the aggregated growth scores was provided to GJUESD on June 14, 2021. On June 22, 2021, the CDE will publicly release the data file with aggregated growth score information. The CDE acknowledges that because the growth scores are based on data from prior years, these scores are not actionable at this time. The growth scores will not be incorporated into the Academic Indicator in the California School Dashboard. GJUESD will continue to work with SCOE to further understand the implications of the growth model. Additional information on the growth model may be provided at a later date.

2. **California School Dashboard Local Indicator 2020-21**

The California Department of Education (CDE) requires each District to reflect upon and report local indicators which is included in the annual release of the CA Schools Dashboard in December. CDE now requires that Districts review and report on the Local Indicators as part of the Local Control and Accountability Plan process.

GJUESD reports the following overall performance for each of the local indicators:

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

Priority 2: Implementation of State Academic Standards: **Ranking of Met**

Priority 3: Parent and Family Engagement: **Ranking of Met**

Priority 6: School Climate: **Ranking of Met**

Priority 7: Access to a Broad Course of Study: **Ranking of Met**

By completing the self-reflection for each local indicator and reporting our findings to the governing board and the public, **GJUESD is considered to have Met** the standards set by the CDE for that local indicator.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Karen Schauer 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 a LEA to:

• Annually measure its progress in meeting the requirements of the specific 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 LCAP.
• Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are 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 stakeholders 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 stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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	0	0

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)	4

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

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					5
History-Social Science			3		

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					5
History-Social Science					5

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

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.**

Additional information relevant to understanding academic standards implementation includes strategic district efforts to expand academic resources for learners through grants and partnerships including:

James B. McClatchy Foundation: Growing Strong Learners PreKindergarten and English Learners Initiative
Stanford and Genentech Reach for the Upside Initiative for Equity and Innovation
Sacramento County Office of Education Social Emotional Learning and Expanded Learning Technical Assistance
Sacramento Educational Cable Consortium (SECC) Creative Design with Video Technology
Any Given Child Sacramento Metro Arts Consortium for Artists Residencies
GALLUP Strengths Implementation
NGSS Early Implementation Initiative
California Language Learning and Innovation Collaborative with a Writing Focus

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

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

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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.			3		
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

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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.
- All school staff have participated in trainings such as Positive School Climate, Restorative Practices and Trauma Informed Practices.

- 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.

Indicators on the CalSCHLS survey identified the following areas of strength:
- School staff treat parents with respect 91%
- Parents feel welcome to participate at this school 76%
- School promptly responds to my phone calls, messages, or e-mails 92%
- Teachers communicate with parents about what students are expected to learn in class 81%

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.

Building Partnerships for Student Outcomes

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
1. 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.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. 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
4. 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

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Current strengths district-wide in the area of Building Partnerships for Student Outcomes include:
- Strengths-Based virtual Parenting classes
- Parent Portal for parents to have daily access to student progress
- Technology trainings and live tech support for students and parents
- Online learning resources for learning at home and school
- 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

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%
- Parents feel welcome to participate at this school 76%
- School staff take parent concerns seriously 82%
- Letting you know how your child is doing in school between report cards 83%
- School keeps me well-informed about school activities 90%

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.

Seeking Input for Decision Making

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
1. 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
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. 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
4. 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

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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

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%
- School actively seeks the input of parents before making important decisions 72%

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.

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 two years to 5th-8th grade students. In april, a month after returning to on-campus instruction, 753 students completed the CHKS
The survey results are providing us with great insight into areas of strength and areas that we need to strengthen

Based on the patterns of engagement from our initial distance learning during the spring 2020 school closure we learned that many low-income students, foster or homeless youth and English learners were less likely to participate daily in the live virtual learning sessions and access the other online learning programs. Lack of participation and engagement will lead to significant learning loss for high needs groups of students. Barriers to participation and engagement included lack of connectivity, technology issues, parent/caregiver support and unfamiliarity with navigating the learning management platform. The shift to full-time online learning in the wake of the coronavirus pandemic also brought social emotional change and challenges for all of the district's 3,350+ students.

The results from the CHKS demonstrate that children are very resilient. Many of the indicators or school climate actually dropped very little from the prior year's results

Overall, elementary students average percentages were higher than middle school average percentages. Areas of relative strengths included:
- High expectations of adults in school- elementary 88.5%, middle 72.5%
- Caring adult relationships- elementary 77.5%, middle 64%
- Parent involvement in schooling- elementary 79%, middle 54%
- Feel safe at school- elementary 83.5%, middle 67%

Some areas of concern that are being addressed through LCAP actions and services:
- 39% of middle school students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only 24% reported "meaningful participation" pretty much or very much true.
- Approximately 42.5% of elementary students reported having "Meaningful Participation" pretty much or very much true.

For middle school students, the disaggregated results varied 10% or less between ethnicity and gender breakdowns. However, 8th graders in both groups tended to have lower average ratings

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 learning environments

All Metrics on the new 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)

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)

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)

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)

#1 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. Reports can then demonstrate access and participation in a broad course of studies for each of our schools. Access was provided to all students.
However, due to the challenges brought about by the pandemic, access was provided to all students, but it is still unclear to which degree students fully participated and level of engagement during distance learning.

#2 For the 2019 - 2020 year, 100% of GJUESD students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i). All GJUESD students in grades TK – 6 were enrolled in a broad course of studies. All elementary schools offered access in the areas identified as a broad course of studies for grades 1-6. Elementary students had access to some courses, such as visual and performing arts, either in a synchronous or asynchronous manner. After school programs could not be offered online.   All GJUESD secondary students had access to a broad course of studies within their school offerings. However, the degree to which students fully participated in a broad course of studies is still unclear at this time.

3 Over time, GJUESD has increased the number of options students have in selecting specific courses that meet the broad course of studies parameters. Due to the pandemic and the challenges faced with online platforms, participation in music, dance, plays, piano lab, etc. access was limited.

#4 Barriers preventing GJUESD from maximizing broad course of study offerings to all students included a lack of time during the regular school hours. The amount of time spent in front of a chromebook for core subjects had to be balanced with asynchronous assignments. One continued barrier is within the limits that credential requirements place on secondary staff. Career and technical education, as well as world languages continues to be at the exploration stage. As GJUESD continues to assess a broad course of study for all students, additional collaboration is planned with the Galt Joint Union High School District to address common interests and needs to identify mutual resources available to both districts.

Board Meeting Agenda Item Information

Meeting Date:	June 21, 2021	**Agenda Item:** Recognition	
Presenter:	Thomas Silva	**Action Item:**	
		Information Item:	XX

1. Recognition of Karen Schauer Ed.D., Superintendent, for Service and Leadership

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	**Agenda Item: 202.207** Board Consideration of Approval of Resolution No. 16 In Recognition of Extraordinary Service and Leadership, The Galt Joint Union Elementary School District Board of Trustees Presents This Resolution in Honor of Karen Schauer Ed.D., Superintendent
Presenter: Thomas Silva	**Action Item:** **Information Item:** XX

RESOLUTION NO. 16
IN RECOGNITION OF EXTRAORDINARY SERVICE AND LEADERSHIP, THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT BOARD OF TRUSTEES PRESENTS THIS RESOLUTION IN HONOR OF KAREN SCHAUER Ed.D., SUPERINTENDENT

WHEREAS, Galt Joint Union Elementary School District has a long history of providing an excellent education for its students, a tradition that has been continued and enriched by Dr. Karen Schauer; and

WHEREAS, Dr. Schauer has served the Galt Joint Union Elementary School District and the community of Galt in an exemplary manner for 41 years as a teacher, teacher leader, curriculum specialist, director of curriculum and for the past 14 years as superintendent; and

WHEREAS, Dr. Schauer earned her Bachelor' Degree from the University of California Sacramento, Master's from Fresno Pacific College, and Doctorate from the University of La Verne and, while she rose through the ranks of public education, she served on numerous leadership committees, developed significant partnerships, and wrote successful grant applications including a $10 million U.S. Department of Education Race To The Top District grant in 2012; and

WHEREAS, Dr. Schauer was selected for the National Connected Superintendents Summit at the White House in 2014 and selected for the U.S. Department and White House Domestic Policy Council Discussion on Innovations in Personalized Learning at the White House in 2016; and

WHEREAS, Dr. Schauer guided Galt Joint Union Elementary School District through some of the state's most trying financial times while Building A Bright Future For All Learners. The efforts resulted in a unique and integrated system designed to support every learner's strengths and individual learning needs; and

WHEREAS, during her career, Dr. Schauer has been a visionary on the cutting edge of educational policy, focusing on whole learner education; she oversaw implementing Personalized Learning Plans for every learner. She emphasized, "If every learner's strengths, needs, and aspirations are addressed through personalized, whole learner education, academic growth and achievement will be maximized for college, career and life success."

WHEREAS, Dr. Karen Schauer's many years of distinguished public service are a hallmark of exceptional leadership and dedication to public education and extends beyond the school district, as is evident through her extensive volunteering to create and maintain the Galt Horse Assisted Learning and Enrichment Program (GALEP) for high needs students; and

WHEREAS, The GJUESD Board of Trustees does hereby express appreciation to Dr. Karen Schauer for her distinguished service as Superintendent of GJUESD and her many years of service to the children of Galt and does hereby commend Dr. Schauer for her lifetime of accomplishments and her dedication to public education; and

WHEREAS, it is appropriate for the GJUESD Board of Trustees to pay tribute to Dr. Karen Schauer, who has enriched the lives of so many Galt students and their families with her leadership, extraordinary generosity and grace, and dedication to Galt's community and its children; and

NOW, THEREFORE, BE IT RESOLVED, PROCLAIMED, that the Galt Joint Union Elementary School District Board of Trustees congratulate and celebrate Dr. Karen Schauer on her career with the Galt Joint Union Elementary School District and extend sincere best wishes for a joyful retirement.

The foregoing Resolution is passed and adopted by the Galt Joint Union Elementary School District Board of Trustees this 23rd day of June 2021, by the following vote

AYES:

NOES:

ABSENT:

ABSTAIN

_____
Traci Skinner, Clerk

_____
Date

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	**Agenda Item: 202.208** Board Consideration of Approval of Consent Calendar
Presenter: Karen Schauer	**Action Item:** XX **Information Item:**

a. Approval of the Agenda

b. Minutes
  ▪ May 26, 2021 Regular Board Meeting
  ▪ June 6, 2021 Special Board Meeting

c. Payment of Warrants:
  <u>Vendor Warrant Numbers:</u> 21405101-21405166; 21406846-21406899; 21407347-21407376; 21408167-21408192; 21408772-21408811; 21409405-21409506
  <u>Certificated/Classified Payrolls Dated:</u> 6/10/21, 5/28/21

d. Personnel
  1. Resignations/Retirement
  2. Leave of Absence Request
  3. New Hires/Reclassifications

e. Donations

f. Disposal of GJUESD Class 3 Records related to Business, Payroll, Human Resources, Accounts Receivable Food Service, Special Education, Business

g. Resolution No. 14 California State Preschool Program Contract Number CSPP-1399

h. Resolution No. 15 Prekindergarten and Family Literacy Program Contract Number CPKS-1072

i. Out of State Conference Attendance by Minh Do, Technology Coordinator: Las Vegas, Nevada, July 19-21, 2021 – International Security Conference and Exposition

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF EDUCATION MINUTES

Regular Board Meeting   **May 26, 2021**
Zoom Teleconference   **Webinar ID:** 819 6327 3289

Board Members Present   **Administrators Present**
Thomas Silva   Karen Schauer   Lois Yount
Wesley Cagle   Donna Mayo-Whitlock   Claudia Del Toro-Anguiano
Traci Skinner   Ron Rammer   Jennifer Porter
Grace Malson   Judith Hayes   David Nelson
Casey Raboy   Donna Gill   Kuljeet Nijjar
                                                Laura Papineau   Leah Wheeler
                                                                                      Stephanie Simonich

MINUTES

A.   6:10 pm - Thomas Silva announced items to be discuss in closed session.

B.   Present for Closed Session: Thomas Silva, Wesley Cagle, Traci Skinner, Grace Malson, Casey Raboy, Karen
Schauer, David W. Gordon, Sacramento County Superintendent of Schools, Coleen Johnson, Chief
Administrator, Human Resources, Sacramento County Office of Education, Chris Keiner, Attorney at Law,
Dannis Woliver Kelly

   1.   PUBLIC EMPLOYMENT, Government Code 54957, subd.(b)(1)
       ▪ Superintendent

   2.   CONFERENCE WITH LABOR NEGOTIATOR, Government Code 54957.6
       ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association
       ▪ Employee Agency: (CSEA) California School Employee Association
       ▪ Non-Represented Employees

C.   Closed Session Adjourned at 7:02 p.m. The open meeting was called to order at 7:12 p.m. by Thomas
Silva. He announced no action taken in closed session followed by the flag salute.

D.   Karen Schauer, Superintendent, reviewed the Teleconference Board Meeting Protocol.

E.   **Communication**
   1.   Karen Schauer shared a communication from David W. Gordon, Sacramento County Superintendent
       of Schools, regarding the 2020-2021 Second Period Interim Report. She clarified comments in the
       communication related to multi-year projections and deficit spending as the district will be receiving
       COVID-19 relief funds that are not included in the second period interim report.

F.   Reports

LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the District, including personalized evaluation processes for educators.

1.   GJUESD and CalSCHLS Survey Report & Analysis

Dr. Leslie Poynor, CalSCHLS State Coordinator, shared the results of the CalSCHLS survey. She indicated the survey is important because the context in which kids learn is important. If they are hungry, angry, lonely, tired or scared it halts learning. The data gives information about the context in which kids are coming from and the context that's happening at school once kids are in school. She indicated it helps to identify strengths and needs of a positive school climate when considering multi-tier systems of support. If at least 80% of kids say they are safe, connected or engaged then systems are working the way they are set up to.

Dr. Poynor shared statewide data that showed the importance of caring relationships making a difference in students wellbeing. Kids that said they had caring relationships with adults at school were less likely to experience bullying at schools. Additionally, when looking at pre-pandemic data reports, students are less likely to experience chronic sadness when they have at least one adult at school who cares about them, listens to them, and notices when there not there from their perspective. If kids can say that this is true, they are much less likely to report being sad. They are also more likely to feel optimism for their future. Physical safety and social emotional connectedness, leads to academic motivation.

Dr. Poynor shared how the results of the survey relate to the District's two Local Control Accountability Plan (LCAP) goal areas.

[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 environments.]

She indicated chronic sadness and academic motivation give the District two ways of looking at data and where the District might grow going forward. She added that it is really difficult to compare years due to the pandemic.

Dr. Poynor said it is really important to think about how to ensure every child can say they have one caring adult at school. When this question was asked of staff last year they strongly agreed that every child had one caring adult at school. She said when looking at 5th and 6th grade the systems look like they are in place. She indicated there is a little room to grow in 7th and 8th grade to reach that 80% systems mark. The data for this year is a testament to GJUESD teachers. She added that the District still has some room to grow among students. She encourages the District to take action on this data to make sure students have that adult connection as it is going to make students feel safe physically and emotionally allowing them to engage in learning. This is evidenced in trauma informed care research. Once students have an adult that can help them regulate and relate they can reason.

Dr. Poynor shared activity links for caring adult relationships. She stated that when students come back to school after the pandemic, many are going to need an adult to help them regulate, relate and reason.

Karen Schauer thanked Dr. Poyner. She indicated administrators participated in a workshop with Dr. Poyner to review school level reports and consider action items.

Thomas Silva asked if Special Education was included in the survey?

Karen Schauer confirmed the Special Education survey module was included and the results will be posted on the District website.

Dr. Poynor reported the Special Education report demonstrated areas of improvement.

2.   Local Control Accountability Plan (LCAP) Progress Update and Timelines

Donna Mayo-Whitlock, Educational Services Director, reported universal supports are included in the LCAP as universal, targeted and intensive supports. The LCAP reflects the District strategic plan for the next 3 years. The District is "braiding" funds from base funding, concentration funds, federal plans, Title I, II, III, IV, state preschool, lottery, variety of state dollars, emergency relief funds, and grants to ensure services for high needs learners. She stated over 60% of GJUESD children are in the unduplicated count. The District has to make sure there is increased or improved services to these students.

Ms. Whitlock reported Goal 1 will be addressed using inclusive practices. She indicated she is working with the Sacramento County Special Education Local Plan Area (SELPA) Director to make sure the District specifically addresses support for special education students. In looking at the student data. Ms. Whitlock reported high needs student groups need significant support in mathematics and language arts. The District also needs to make more improvement on the California Dashboard to address the achievement gap and student engagement. She indicated every action needs to have measurable progress points. She highlighted key strategies.

A key strategy for goal 1 is extended learning for after school and summer to focus on acceleration. The second key strategy is building leadership capacity and provide educator support. She stated there are 28 measurable action items for goal 1.

Ms. Whitlock reported some of the key need areas in Goal 2 include chronic absenteeism and suspensions. Most high needs subgroups are in the orange performance measure on the CA Dashboard. She pointed out GJUESD has social workers or a counselor at every school to address mental health needs and the District will continue to support a school resource officer because the position serves as an additional layer of mental health support for students.

Ms. Whitlock added that expanded learning and enrichment are a focus at every school site with robust after school programs including team sports. Additionally,

the District is considering registered behavior technicians as an additional preventative measure.

Ms. Whitlock stated that the District will implement RULER training at every school including at the district level through Yale University. [RULER is an acronym for the five skills of emotional intelligence: Recognizing, Understanding, Labeling, Expressing, Regulating]. Additionally, the Healthy Hearts & Minds program will provide intensive support for 60-80 children throughout the year.

Thomas Silva stated that he is pleased with the goals and appreciates the District's efforts to address high needs students.

Karen Schauer stated the LCAP draft will be posted to the District website on May 27 and a communication will go to the public and employees to be sure they are aware that they can provide feedback. The LCAP will be brought back to the June 16 board meeting for an update and approval at the regular June meeting.

LCAP GOAL 4
School facilities are safe, healthy, hazard-free, clean, and equipped for 21st-century learning.
1.   2020/21 Demographics and Enrollment Projections

Ryan Reynolds, SchoolWorks, presented. He reported enrollment is down by 210 students from last year. He indicated there is a similar drop in enrollment across the state in TK/Kindergarten. Conversely, projections show a slight growth in enrollment due to new housing developments in Galt.

Mr. Reynolds shared historical birth rate trends alongside new development impact. He indicated there were 341 grade K students this year and next year is projected to be 342 based on the birth rate and impact of new housing.

Future new development is anticipated to generate .5 TK-8 students per housing units. He said enrollment has been declining and is projected to grow slightly as housing development activity increases.

Mr. Reynolds shared transfer student enrollment per school site and utilization numbers to determine how crowded a school is feeling. He indicated it can help understand if there is a need for boundary changes.

Thomas Silva stated that obviously declining enrollment is significant this year. He asked what is the anticipation of the numbers rebounding?

Mr. Reynolds stated that there is the assumption that the number of TK/Kindergarten students that did not attend school this year will return for kindergarten or 1st grade next year. That information is built into the assumptions.

Lois Yount stated that she is glad to see enrollment will increase over the next couple of years. However, even six years out, the District enrollment will still be below the 2019-20 enrollment.

2. Lois Yount reported the Robert L. McCaffrey Middle School Track is being used by schools for multiple events for students and staff. She indicated the track is not open for general public use due to liability. However, clubs or organizations could request use of the track through the facility use process. She has reached out to the City of Galt to see if they are interested in providing a program for the public that addresses security and liability concerns. Additionally, the District is actively working to add security cameras by July 2021.

OTHER REPORTS
1. School Services of California 2021-22 Governor's Budget Workshop

    Lois Yount reported the state budget is very positive for education. California is roaring back according to the Governor due to increased revenue. She said the state will see aggressive spending proposals. Ms. Yount shared how CA gets its revenue; personal income tax, sales tax and corporate tax. The Governor proposes increasing the Proposition 98 minimum guarantee by approximately 9.2% from his proposal in January. She also shared changes in the Local Control Funding Formula (LCFF) and COLA since January. The proposal would not change current deferrals through June 2021 but cancels all future deferrals.

2. Karen Schauer reported no complaints for the Williams Uniform Complaint 3rd Quarter Report.

G. Routine Matters/New Business

202.197   A motion was made by Grace Malson to approve the Consent Calendar, seconded by Traci Skinner and unanimously carried.

Consent Calendar

a. Approval of the Agenda

b. Minutes
    ▪ April 28, 2021, Regular Board Meeting

c. Payment of Warrants
    ▪ Vendor Warrant Numbers: 21400367-21400372; 21401091-21401142; 21404087-21404154; 21403490-21403561
    ▪ Certificated/Classified Payrolls Dated: 05/14/21, 05/10/21, 04/30/21

d. Personnel
    ▪ Resignations/Retirements
    ▪ Leave of Absence Requests
    ▪ New Hires/Reclassifications

e. Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, for 2021-22 Professional Services

f. Agreement Between GJUESD and Laura Joseph, Board Policy Consultant, for remainder of 2020-21 and 2021-22 Professional Services

g. Disposal of GJUESD Obsolete Materials

202.198	Consent Calendar (Continued) – No Items Removed for Later Consideration	**CC Items Removed**
202.199	A motion was made by Wesley Cagle to approve GJUESD Resolution No. 13-Resolution to Reduce or Eliminate Classified Staff Due to Lack of Work/Lack of Funds, seconded by Casey Raboy and unanimously carried.	**Res 13 Classified Staff**
202.200	A motion was made by Thomas Silva to approve 2021 GJUESD Expanded Learning Opportunities Grant Plan, seconded by Grace Malson and unanimously carried.	**Expanded Learning Grant**
202.201	A motion was made by Wesley Cagle to approve Agreement Between GJUESD And Galt Elementary Faculty Association (GEFA) Regarding Compensation and Class Size, seconded by Traci Skinner and unanimously carried.	**GEFA Agreement**
202.202	A motion was made by Casey Raboy to approve 2020-2021 Reopener Negotiations Between GJUESD And California School Employees Association and its Galt Chapter #362 (CSEA) Regarding Compensation, Article XXIII (Yard Supervisors) and Continuation of 2020-2021 Negotiations, seconded by Thomas Silva and unanimously carried.	**CSEA Agreement**
202.203	A motion was made by Thomas Silva to approve 2020-2021 Unrepresented Collective Bargaining Agreement Regarding Compensation, seconded by Grace Malson and unanimously carried.	**Unrepresented Agreement**

H. Public Comments
1. Kristi Schwartz-Ward and Sara Murray addressed the Board regarding the use of face masks beginning in the 2021-22 school year.
2. Ron Rammer addressed the Board regarding middle school promotion.

Following public comment, Grace Malson requested social media be added to pending agenda items. Karen Schauer stated this can be included with Brown Act updates at a future special meeting.

I. Pending Agenda Items
1. School District Properties
2. Low Performing Block Grant: Mathematics
3. Brown Act Updates

J. Adjournment 9:36 p.m.

_____
Traci Skinner, Clerk

_____
Date

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF EDUCATION MINUTES

This meeting is held pursuant to Executive Order N-26-20 issued by California Governor Gavin Newsom on March 12, 2020.

Special Board Closed Session Meeting	**June 6, 2021**
Zoom Teleconference	Webinar Meeting ID: 86212463131

Board Members Present
Thomas Silva
Wesley Cagle
Traci Skinner
Grace Malson
Casey Raboy

A. 8:16 a.m. Thomas Silva announced items to be discussed in Closed Session

B. Present for Closed Session: Thomas Silva, Wesley Cagle, Traci Skinner, Grace Malson, Casey Raboy, David W. Gordon, Sacramento County Superintendent of Schools, Coleen Johnson, Chief Administrator, Human Resources, Sacramento County Office of Education

      1.   PUBLIC EMPLOYEE APPOINTMENT, Government Code §54957
           ▪   Superintendent

C. Closed Session Adjourned at 3:25 p.m. Thomas Silva announced no action taken in closed session.

D. Public Comments**:** There were no public comments

E. Pending Agenda Items
      1.   School District Properties
      2.   Low Performing Block Grant: Mathematics
      3.   Brown Act Updates

F. Adjournment 3:30p.m.

_____
Traci Skinner

_____
Date

Galt Joint Union Elementary School District

Recommend approval of the following:

Retirements

Name	Position	Effective Date	Site
Hill, Karen (24 years)	Secretary II	08/02/2021	Marengo Ranch
Villalpando, Maria (19 years)	Early Childhood Educ. Home Visitor	06/30/2021	Fairsite

Resignations

Name	Position	Effective Date	Site
Grunsky, Robert	Groundskeeper	4/21/21	Maintenance & Operations
Munn, Debra	Instructional Assistant Special Education	4/23/21	Marengo Ranch

Leave of Absence Requests

Name	Position	Effective Date	Site
Dulaney, Audrey	Payroll	6/10/21	District Office

New Hires

Name	Position	Site
Brantley, Ricky	Classified Substitute	N/A
Frizzi, Alessandra	Teacher	Vernon E. Greer
Hill, Samantha	Special Education Teacher	Marengo Ranch
Lim, Ericka	Teacher	Valley Oaks
Montanez, Edgar	Bilingual Office Assistant	River Oaks
Swain, Heather	Teacher	Lake Canyon
Washabaugh, Michael	Technology Assistant	District Office

Galt Joint Union Elementary School District

Lake Canyon
- *PG&E Employee Giving $50.00

River Oaks
- *PG&E Employee Giving $126.56

McCaffrey Middle School
- *PG&E Employee Giving $755.66

Galt Joint Union Elementary School District

Class 3 - Disposable 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
12	Business	16-17	P.O.s and invoices
1	Business	13-14	Student Council, Bank Statements, Requisitions
1	Business	13-14	Student Council Deposits
1	Business	16-17	Journals
5	Business	15-16	Timesheets
1	Business	13/14	Field Trips
6	Ed Services	13-14	Special Education Records
1	Business	13-16	Cafeteria Bank Reconciliation
1	Miscellaneous	16-17	Miscellaneous paperwork from file cabinet dated 2013 and before
1	Food Services	16-17	Free and Reduced Lunch Applications
2	Food Services	16-17	Menu Production Worksheets
1	Business	16-17	Review of Summer 2016 debt reduction
1	Business	16-17	Cafeteria Daily deposit reconciliations
1	Food Services	15-16	Lunch applications all sites
2	Business	16-17	Fund 12 and Fund 13 Fresh Point
1	Business	16-17	Clearing Account Reconciliations
3	Business	16-17	Daily Deposit Reconciliations

Total Boxes: 41

Galt Joint Union Elementary School District
Resolution #14
2021-2022 California State Preschool Program

Be it resolved that the Governing Board of the Galt Joint Union Elementary School District authorizes entering into local agreement number CSPP-1399 and that the persons who are listed below are authorized to sign the transaction for the Governing Board.

Donna Mayo-Whitlock   Educational Services Director   _____

Lois Yount   Business Services Director   _____

Claudia Del Toro-Anguiano   Curriculum Director   _____

Passed and adopted this 21st day of June, 2021 by the Governing Board of the Galt Joint Union Elementary School District, Sacramento County, California.

I, Traci Skinner, Clerk of the Governing Board of the Galt Joint Union Elementary School District, Sacramento County, in the State of California, certify that the foregoing is a full, true and correct copy of a Resolution adopted by the said Board at a regular meeting thereof held at the Galt, City Hall Chamber, and the Resolution is on file in the office of said Board.

Vote:

_____
Traci Skinner, Clerk

Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

CALIFORNIA DEPARTMENT OF EDUCATION

F.Y. 21 - 22

DATE: July 01, 2021

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACT NUMBER: CSPP-1399
PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM
PROJECT NUMBER: 34-6734-00-1

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC04/2017)*; the CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement. Where the GTC04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2021 through June 30, 2022. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed $49.85 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of $583,567.00. During the term of this contract, the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

SERVICE REQUIREMENTS
Minimum Child Days of Enrollment (CDE) Minimum Days of   11,706.0
Operation (MDO) Requirement 175

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ftc2021.asp.

STATE OF CALIFORNIA	CONTRACTOR
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE)
PRINTED NAME OF PERSON SIGNING Jaymi Brown,	PRINTED NAME AND TITLE OF PERSON SIGNING
TITLE Contract Manager	ADDRESS

AMOUNT ENCUMBERED BY THIS DOCUMENT $ 583,567	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		Department of General Services use only
	(OPTIONAL USE) 0656 23038-6734			
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT $ 0	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2021 · FISCAL YEAR 2021-2022	
TOTAL AMOUNT ENCUMBERED TO DATE $ 583,567	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER		DATE		

Galt Joint Union Elementary School District
Resolution #15
2021-22 Prekindergarten and Family Literacy Program

Be it resolved that the Governing Board of the Galt Joint Union Elementary School District authorizes entering into local agreement number CPKS-1072 and that the persons who are listed below are authorized to sign the transaction for the Governing Board.

Donna Mayo-Whitlock   Educational Services Director   _____

Lois Yount   Business Services Director   _____

Claudia Del Toro-Anguiano   Curriculum Director   _____

Passed and adopted this 21st day of June, 2021 by the Governing Board of the Galt Joint Union Elementary School District, Sacramento County, California.

I, Traci Skinner, Clerk of the Governing Board of the Galt Joint Union Elementary School District, Sacramento County, in the State of California, certify that the foregoing is a full, true and correct copy of a Resolution adopted by the said Board at a regular meeting thereof held at the Galt, City Hall Chamber, and the Resolution is on file in the office of said Board.

Vote: _____
                                               Traci Skinner, Clerk
Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

CALIFORNIA DEPARTMENT OF EDUCATION

F.Y. *21 - 22*

DATE: July 01, 2021

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACT NUMBER: CPKS-1072
PROGRAM TYPE: PREKINDERGARTEN AND FAMILY LITERACY PROG
PROJECT NUMBER: 34-6734-00-1

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC04/2017)*; the PREKINDERGARTEN AND FAMILY LITERACY SUPPORT PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)*, which are by this reference made a part of this Agreement. Where the GTC04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2021 through June 30, 2022.

The total amount payable pursuant to this Agreement shall not exceed $5,000.00.

During the term of this contract, the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ftc2021.asp.

STATE OF CALIFORNIA			**CONTRACTOR**		
BY (AUTHORIZED SIGNATURE)			BY (AUTHORIZED SIGNATURE)		
PRINTED NAME OF PERSON SIGNING Jaymi Brown,			PRINTED NAME AND TITLE OF PERSON SIGNING		
TITLE Contract Manager			ADDRESS		
AMOUNT ENCUMBERED BY THIS DOCUMENT $ 5,000	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT $ 0	(OPTIONAL USE) 0656 24859-6734				
	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2021	FISCAL YEAR 2021-2022	
TOTAL AMOUNT ENCUMBERED TO DATE $ 5,000	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6052 Rev-8590				
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.			T.B.A. NO.	B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER			DATE		

Minh Do, Technology Coordinator, will be attending the International Security Conference and Exposition (also known as ISC West) July 19-21, 2021 in Las Vegas, Nevada. Participants will have the opportunity to network and connect with thousands of security and public safety professionals, learn from the dynamic SIA Education@ISC program, plus explore the latest technologies in Access Control and Visitor Management, Video Surveillance, Alarms and Monitoring, Emergency Response and Public Safety, while discovering emerging solutions in IT/IoT Security, Drones, Robotics, and more.

Fiscal Impact: Approximately $2,500 from Technology Funds

Board Meeting Agenda Item Information

Meeting Date:	June 21, 2021	**Agenda Item: 202.209** Consent Calendar (continued)- Items Removed For Later Consideration
Presenter:	Karen Schauer	**Action Item:** XX **Information Item:**

The Board will have the opportunity to address any items that are moved from the consent calendar.

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	**Agenda Item: 202.210** Board Consideration to Approve Superintendent's Employment Contract
Presenter: Thomas Silva	**Action Item:** XX **Information Item:**

On July 16, 2021, the GJUESD Board of Trustees unanimously appointed Mrs. Lois Yount as the new GJUESD superintendent during a Special Board Meeting. In her twenty years of service in GJUESD, her career path has included: Bilingual Teacher, Assistant Principal, Principal, District Principal Coach, and Director of Business Services.

In addition to her instructional leadership range, she also possesses a law degree and has completed advanced certification in the Fiscal Crisis Management Assistance Team (FCMAT) Chief Business Official (CBO) Mentor Program.

David Gordon, Sacramento County Superintendent of Schools, and his office conducted the comprehensive and competitive recruitment process. The Board of Trustees reviewed twenty-five applications from which six candidates were selected for interviews. Four applicants participated in the interview process. Mrs. Yount was the Board of Trustees' choice for the next GJUESD Superintendency.

SUPERINTENDENT'S CONTRACT

THIS AGREEMENT is made this 21st day of June, 2021 by and between the Governing Board of the Galt Joint Union Elementary School District (**"District" or "Board")** and Lois Yount (**"Superintendent"**).

1. **TERM**
   District hereby employs Superintendent for a period of three (3) years beginning the first (1st) day of July, 2021, and ending on the thirtieth (30th) day of June, 2024, subject to the terms and conditions set forth below. The Superintendent's work year shall be 225 days.

2. **SALARY**

   a. Annual Salary
   The Superintendent's annual base salary for the 2021-2022 school year, 225 work days, shall be One Hundred Eighty One Thousand Eight Hundred Eighty Dollars ($181,880.00). The total compensation shall be One Hundred Eighty Nine Thousand Five Hundred Dollars ($189,500.00) per 2021-2022 school year, inclusive of the $7,620.00 sum of declined fringe benefits (see paragraph seven (7) below), payable in twelve (12) equal installments.

   In addition to the annual base salary commencing July 1, 2021, the Superintendent shall receive certificated management honorariums for her Masters Degree ($1,000).

   b. Annual Salary Adjustment
   The base salary will adjust annually in accordance with the following salary schedule:

Date	Step	Base Salary
2021-2022	1	$181,880.00
2022-2023	2	$186,427.00
2023-2024	3	$191,088.00
2024-2025	4	$195,865.00
2025-2026	5	$200,761.00

   c. Salary adjustments in steps four and five are contingent upon extension of this contract for one or two additional years consistent with Section 5 (Evaluation below).

The Board reserves the right to increase the Superintendent's salary for any year of this contract with the mutual written consent of the Superintendent and the Board. An increase in salary shall not constitute the creation of a new contract nor extend the termination date of this Agreement.

3. **SUPERINTENDENT'S DUTIES**
   a. **General Duties -** The Superintendent is hereby employed as District Superintendent and shall perform the duties of District Superintendent as prescribed by the laws of the State of California and the District's job description for Superintendent. The Superintendent shall have primary responsibility for execution of Board policy and responsibility for the duties prescribed by Education Code section 35035. The Superintendent shall be the Board's chief executive officer.

   b. **Personnel Matters -** The Superintendent shall have primary responsibility in making recommendations to the Board regarding all personnel matters, including employment, assignment, transfer and dismissal of employees.

   c. **"Employment Duties and Obligations"** - The Superintendent, as the chief executive officer, shall:

   (1) review all policies adopted by the Board and make appropriate recommendations to the Board.

   (2) periodically evaluate or cause to be evaluated all District employees.

   (3) advise the Board of sources of funds that might be available to implement present or contemplated district programs.

   (4) assume responsibility for those duties specified in Education Code section 35250.

   (5) endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate professional publications.

   (6) establish and maintain positive community, staff and Board relations.

   (7) serve as liaison to the Board with respect to all matters of employer-employee relations and make recommendations to the Board concerning those matters.

   (8) recommend District goals and objectives to the Board.

   (9) unless unavoidably detained, attend all regular, special and closed session meetings of the Board.

   (10) The Board, individually and collectively, shall refer all criticisms, complaints and suggestions called to its/their attention to the Superintendent for study and recommendation.

(11) The Board agrees that it shall work with Superintendent in a spirit of cooperation and teamwork and shall provide Superintendent with periodic opportunities to discuss Board/Superintendent relationships. Whenever it is deemed desirable by either a majority of the Governing Board, or by the Superintendent, an outside advisor will be mutually selected by the Board and Superintendent, to facilitate discussion of the relationships of the Board and Superintendent.

4. **OUTSIDE PROFESSIONAL ACTIVITIES**
By prior approval of the Board, the Superintendent may undertake for consideration outside professional activities, including consulting, speaking and writing. The Superintendent's outside professional activities shall not occur during regular work hours. In no event will the Board be responsible for any expenses attendant to the performance of such outside activities.

5. **EVALUATION**
The Board may evaluate and discuss the performance of Superintendent at any time during the term of this Agreement. However, regular evaluations shall be scheduled each year in November and March.

If the Board determines that the performance of the Superintendent is unsatisfactory, the Board shall communicate its evaluation to the Superintendent, and meet and discuss the content of the evaluation with the Superintendent within a reasonable time after the Superintendent has heard or received the evaluation.

Should the Superintendent receive a satisfactory evaluation pursuant to the Agreement, this Agreement will be automatically extended by one additional year effective July 1 of the subsequent school year, provided that at no time shall the term of this Agreement exceed three (3) years.

6. **TERMINATION OF CONTRACT**
   a. **Mutual Consent -** This agreement may be terminated at any time by mutual consent of the Board and the Superintendent.

   b. **Nonrenewal of Agreement by the District** - The Board may elect not to renew this Agreement for any reason by providing written notice to the Superintendent in accordance with Education Code Section 35031.

   c. Return to the Classroom – If this Agreement is terminated by the District, the Board and Superintendent may mutually agree to return the Superintendent to a classroom assignment and status as a permanent certificated employee.

   d. **Termination of Superintendent for Cause -** The Superintendent's status as Superintendent and all of the Superintendent's rights under this Agreement may be terminated by the Board at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Superintendent's failure to perform her responsibilities as set forth in this Agreement, as defined by law, or as specified in the Superintendent's job description, if any. The Board shall not

terminate this Agreement pursuant to this paragraph (d) until a written statement of the grounds for termination has first been served upon the Superintendent. The Superintendent shall then be entitled to a conference with the Board at which time the Superintendent shall be given a reasonable opportunity to address the Board's concerns. The conference with the Board shall be the Superintendent's exclusive right to any hearing otherwise required by law.

e. **Early Termination** - The Board unilaterally and without cause may terminate this Agreement and the Superintendent's status as Superintendent. In consideration of the Board's right to terminate this Agreement without cause, the District shall pay to the Superintendent the then current salary and health benefits pursuant to the limitation of Government Codes 53260 and 53261.

f. Reimbursement by Superintendent to the District: If this Agreement is terminated, any cash settlement related to the termination that Superintendent may receive from the Governing Board shall be fully reimbursed to the Governing Board if Superintendent is convicted of a crime involving an abuse of her office or position as defined by Government Code Section 53243.4.

g. If any express or implied provision of this Agreement, the Bylaws of the Governing Board, or any policy or practice of the Governing Board provide paid leave salary to Superintendent pending an investigation, said paid leave salary shall be fully reimbursed by the Superintendent to the Governing Board if Superintendent is convicted of a crime involving an abuse of her office or position as defined by Government Code Section 53243.4.

h. If any express or implied provision of this Agreement, the Bylaws of the Governing Board, or any policy or practice of the Governing Board provide for payment of funds for the legal criminal defense of Superintendent, said funds paid for her legal criminal defense shall be fully reimbursed by the Superintendent to the Governing Board if Superintendent is convicted of a crime involving an abuse of her office or position as defined by Government Code Section 53243.4.

7. **BENEFITS**

Health: The Superintendent shall be afforded the Health benefits cap offered to other management employees. The Superintendent may decline benefits and have the cap total for that school year included within base salary. (The cap total of $7,620.00 is included in 2021-2022 base salary (see paragraph two (2) above).

The Superintendent shall receive $50,000 in Term Life Insurance coverage ($30,000 as a certificated employee and an additional $20,000 as a District Administrator).

Professional Development: ACSA expenses including attendance at the State Superintendents' Conference shall be paid by the District. Executive Leadership coaching shall be supported by the district.

Service Organization Membership: The Board may grant payment or reimbursement for expenses in an amount up to $500.00 per year in a local service organization.

8. **AUTOMOBILE EXPENSES**
In the event that the Superintendent is required to use her private automobile for school business, she shall be reimbursed at the current cost per mile paid by the District.

9. **SICK LEAVE**
The Superintendent shall be allocated fourteen (14) days of sick leave annually.
This leave may be accumulated indefinitely.

10. **VACATION**
The Superintendent will earn twenty-two (22) vacation days per year. Superintendent may not carry more than 20 days of accrued and unused vacation from one school year to the next unless a larger carry-over is authorized, in advance, by the Board. The Superintendent may elect at the conclusion of each school year, ending June 30 annually, to be paid any portion of her accrued vacation time at the Superintendent's then existing daily rate of pay.

11. **HOLIDAYS**
The Superintendent will be granted fourteen (14) paid holidays per fiscal year in accordance with other twelve (12) month management positions.

12. **ANNUAL REPORTING REQUIREMENT**
The Superintendent shall report to the Board in writing on an annual basis her use of sick leave and number of days worked.

13. **EXPENSE REIMBURSEMENT**
The District shall reimburse the Superintendent for actual and necessary expenses incurred by the Superintendent within the scope of her employment so long as such expenses are permitted by District policy incurred with prior approval of the Board.

14. **INDEMNITY**
In accordance with the provisions of Government Code §825 and 995, the District shall defend the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in Superintendent individual capacity, or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Superintendent was acting within the scope of employment.

Upon retirement or separation from the district, the Superintendent will continue to be indemnified for any actions taken against him/her related to his/her role as the Superintendent.

15. **GENERAL PROVISIONS**
   a. **Governing Law** - This agreement, and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the State of California.

   b. **Entire Agreement** - This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or

conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

c. **No Assignment** - The Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.

d. **Seniority** - The Superintendent shall not be considered a school site administrator for purposes of Education Code section 44956.5.

e. **Modification** - This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by written instrument executed by both parties.

_____
Thomas Silva, President
Board of Trustees of the Galt Joint
Union Elementary School District
Sacramento County, California

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will conflict with the terms of this employment agreement.

I hold legal and valid administrative and teaching credentials each of which is recorded in the Office of the Superintendent of Schools of Sacramento County. I further certify that I meet the qualifications of Education Code Section 35028.

Dated:_____   _____
Lois Yount, Superintendent

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	**Agenda Item: 202.211** Board Consideration of Approval of 2021-22 Local Control Accountability Plan (LCAP)
Presenter: Karen Schauer	**Action Item:** XX **Information Item:**

A public hearing was conducted at the Special Board meeting on June 16, 2021.

The LCAP documents for board consideration for approval include:

1. Local Control Funding Formula (LCFF) Budget Overview for Parents
2. Annual Update for Developing the 2021-22 LCAP
3. 2021-22 Local Control Accountability Plan (LCAP) organized by:
   a. Plan Summary
   b. Stakeholder Engagement
   c. Goals and Actions with Metrics
   d. Increased or Improved Services for Foster Youth, English Learner and Low-Income Students
   e. Expenditure Tables

The LCAP goals, actions, metrics and expenditures are organized for implementation through alignment with two goals:

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 environments.

Following board action and pending approval, the plan will then be sent to the Sacramento County Office of Education for additional review and approval.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Galt Joint Union Elementary School District
CDS Code:	34-67348
LEA Contact Information:	Name: Karen Schauer Position: Superintendent Email: kschauer@galt.k12.ca.us Phone: (209) 744-4555
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$34,156,264
LCFF Supplemental & Concentration Grants	$4,880,069
All Other State Funds	$4,019,263
All Local Funds	$2,627,180
All federal funds	$10,023,874
Total Projected Revenue	$50,826,581

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$44,021,440
Total Budgeted Expenditures in the LCAP	$37,946,331
Total Budgeted Expenditures for High Needs Students in the LCAP	$4,880,069
Expenditures not in the LCAP	$6,075,109

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$4,441,455
Actual Expenditures for High Needs Students in Learning Continuity Plan	$4,503,529

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$62,074

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund expenditures not included in the LCAP: 1. Business and Human Resource Services 2. Superintendent and Directors 3. General and Special Education Transportation 4. Informational Technology Department and Infrastructure 5. Administrative and Operational Supplies 6. Routine Maintenance and Operations 7. Utilities

LCFF Budget Overview for Parents

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

CDS Code: 34-67348

School Year: 2021-22

LEA contact information:
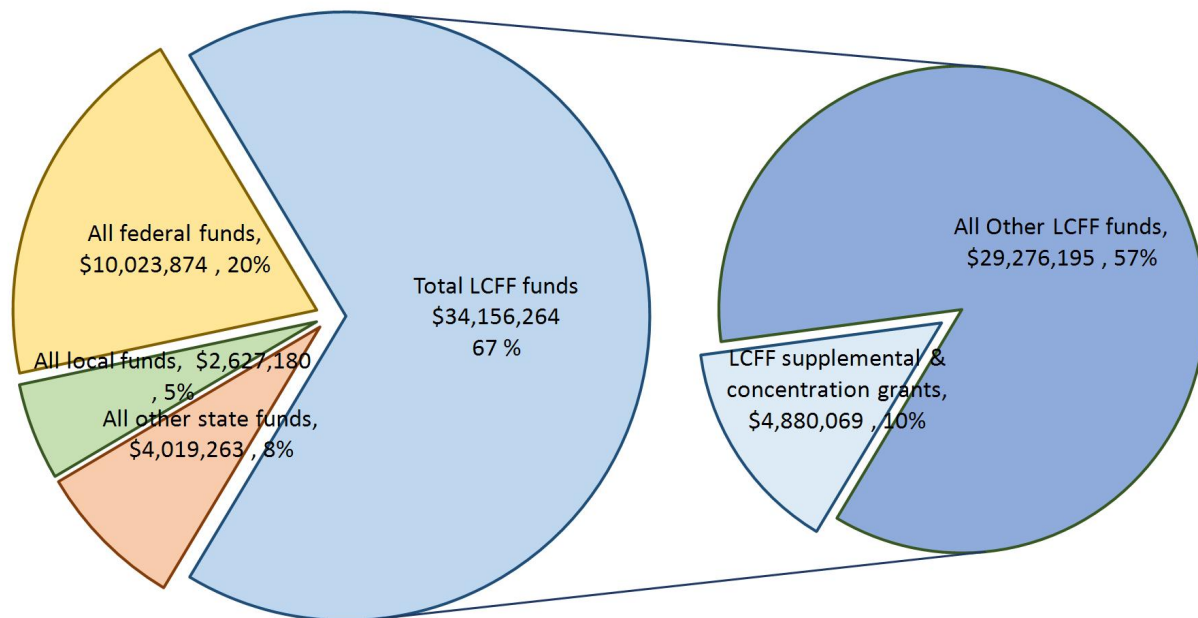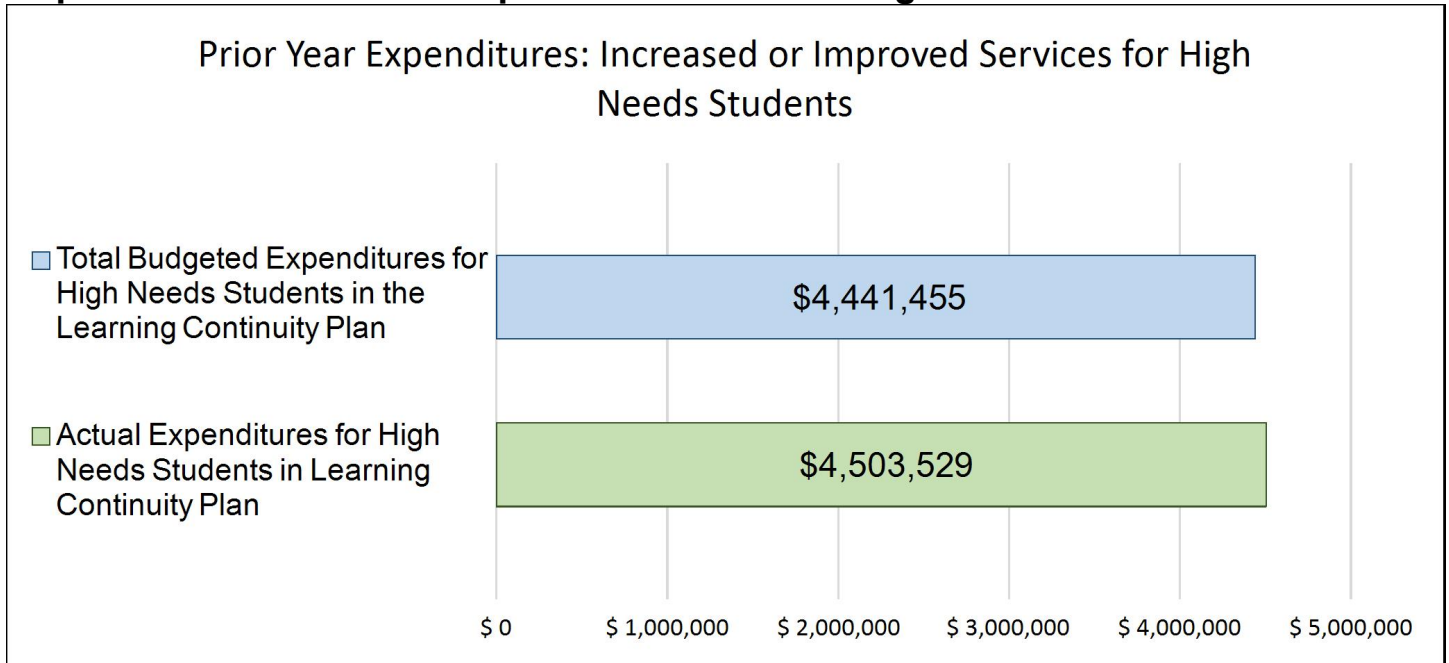
Karen Schauer

Superintendent

kschauer@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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $10,023,874 , 20%

All local funds, $2,627,180 , 5%

All other state funds, $4,019,263 , 8%

Total LCFF funds $34,156,264 67 %

All Other LCFF funds, $29,276,195 , 57%

LCFF supplemental & concentration grants, $4,880,069 , 10%

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 total revenue projected for Galt Joint Union Elementary School District is $50,826,581, of which $34,156,264 is Local Control Funding Formula (LCFF), $4,019,263 is other state funds, $2,627,180 is local funds, and $10,023,874 is federal funds. Of the $34,156,264 in LCFF Funds, $4,880,069 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.

Budgeted Expenditures in the LCAP

$ 46,000,000	
$ 44,000,000	Total Budgeted General Fund Expenditures, $44,021,440
$ 42,000,000	
$ 40,000,000	
$ 38,000,000	Total Budgeted Expenditures in the LCAP $37,946,331
$ 36,000,000	
$ 34,000,000	
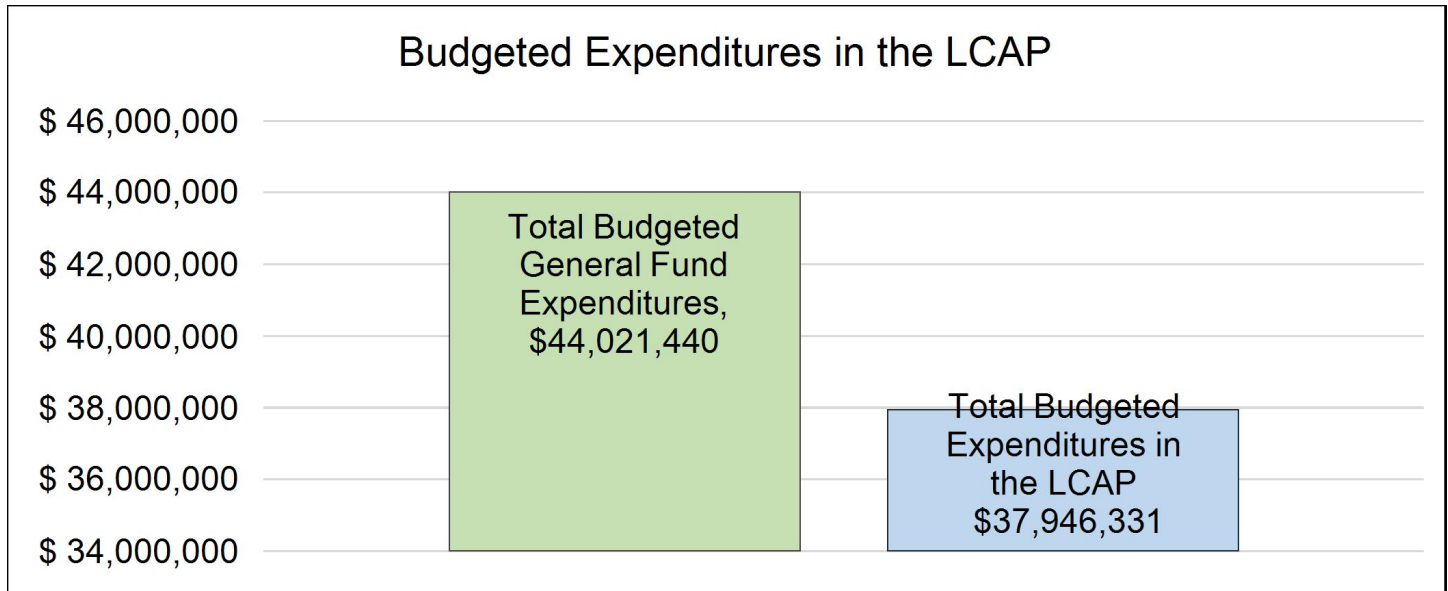
This chart provides a quick summary of how much Galt Joint Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Galt Joint Union Elementary School District plans to spend $44,021,440 for the 2021-22 school year. Of that amount, $37,946,331 is tied to actions/services in the LCAP and $6,075,109 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 Directors
3. General and Special Education Transportation
4. Informational Technology Department and Infrastructure
5. Administrative and Operational Supplies
6. Routine Maintenance and Operations
7. Utilities

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Galt Joint Union Elementary School District is projecting it will receive $4,880,069 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 $4,880,069 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $4,441,455

Actual Expenditures for High Needs Students in Learning Continuity Plan: $4,503,529

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

This chart compares what Galt Joint Union Elementary School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Galt Joint Union Elementary School District's Learning Continuity Plan budgeted $4,441,455 for planned actions to increase or improve services for high needs students. Galt Joint Union Elementary School District actually spent $4,503,529 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Karen Schauer Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Galt Joint Union Elementary School District

Page 1 of 60

Goal 1

Goal 1 - Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. School Readiness direct services will increase by 25 families of each year. 2a. Students meeting their Engagement Goal on their PLP will increase 5% each year. 2b. Students reporting being "Hopeful/Engaged" on Gallup Student Poll will increase 5% each year. 3. Misassignment of teachers will remain at 0. 4a. Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase 5% each year. 4b. Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	1. Families = not measured 2a. Met Engagement = Not Measured in 2020-21 2b. Hopeful/Engaged: Year 1 of CalSCHLS Survey 3. Misassignment of teachers = 0 4a. Growth MAP- Math = Not administered spring 2020 and 2020-2021 4b. Growth NWEA MAP- Reading = Not administered spring 2020 and 2020-2021 5a. RIT score MAP- Math = Not administered spring 2020 and 2020-2021

Expected	Actual
5a. Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP will increase 5%.	5b. RIT score MAP- Reading = Not administered spring 2020 and 2020-2021
5b. Students meeting or exceeding their grade level mean RIT in Reading on NWEA MAP will increase 5%.	6a. Math on the CAASPP =Not administered spring 2020
6a. Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP will increase 5%.	6b. ELA on the CAASPP = Not administered spring 2020
6b. Students in grades 3-8 meeting or exceeding the state standards in ELA on the CAASPP will increase 5%.	7. Grade level DRA Reading = Not administered spring 2020 and 2020-2021
7. 3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5%.	8a. Annual Progress= Not administered spring 2020
8a. English Learners making Annual Progress in Learning English as measured by ELPAC will increase 5%.	8b. English proficiency (students less than five years) = Not Measured
8b. Cohort of EL students less than five years attaining English proficiency as measured by CELDT/ELPAC will increase 5%.	8c. English proficiency (five years or greater) = Not Measured
8c. Cohort of EL students five years or greater attaining English proficiency as measured by CELDT/ELPAC will increase 5%.	9. Reclassification rate = not calculated in 2020
9. District English Learner reclassification rate will increase by 0.1%.	10. Truancy rate = not calculated
10. Truancy rate will decrease by 1%.	11. Chronic absenteeism = not calculated
11. Chronic absenteeism will decrease by 1%.	12. Attendance = Not measured spring 2020
12. District attendance will be maintained at 96% or greater.	13. Suspension rate = 1.8% (Sept 2019-March 2020)
13. The suspension rate will decrease by 0.1% or greater.	14. Expulsion rate = 0%
	15. Middle school dropout rate = 0

Expected	Actual
14. The expulsion rate will decrease by 0.1% or greater. 15. The middle school dropout rate will be maintained at 0%. **2019-2020 Expected Outcomes** 1. Families = 355 2a. Met Engagement = not measured 2b. Hopeful: 44% Engaged: 61% 3. Misassignment of teachers = 0 4a. Growth MAP- Math = 59% 4b. Growth NWEA MAP- Reading =59% 5a. RIT score MAP- Math =51% 5b. RIT score MAP- Reading = 63% 6a. Math on the CAASPP = 46% 6b. ELA on the CAASPP = 55% 7. Grade level DRA Reading = 73% 8a. Annual Progress= TBD Level 1= Level 2= Level 3= 47% Level 4= 23%	

Expected	Actual
8b. English proficiency (students less than five years) = TBD 8c. English proficiency (five years or greater) = TBD 9. Reclassification rate = 16.1% 10. Truancy rate = 26.21% 11. Chronic absenteeism = 10.47% 12. Attendance = 96% 13. Suspension rate = 2.9% 14. Expulsion rate = 0% 15. Middle school dropout rate = 0 **2016-17 Baseline** 1. 150 families were served in 2016-17 2a. Met Engagement = 92% 2b. Hopeful: 55% Engaged: 61% 3. Misassignment of teachers = 0 4a. Growth MAP- Math = 66% 4b. Growth MAP- Reading = 70%	

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Expected	Actual
5a. RIT score MAP- Math = 48%	
5b. RIT score MAP- Reading = 57%	
6a. Math on the CAASPP = 36%	
6b. ELA on the CAASPP = 43%	
7. Grade level DRA Reading = 60%	
8a. Annual Progress = 54%	
8b. English proficiency (students less than five years) = 25%	
8c. English proficiency (five years or greater) = 46%	
9. Reclassification rate = 15.8%	
10. Truancy rate = 31.76%	
11. Chronic absenteeism = 11.59%	
12. Attendance = 95.37%	
13. Suspension rate = 2.2%	
14. Expulsion rate = 0%	

Expected	Actual
15. Middle school dropout rate = 0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.1: Fairsite School Readiness staff provides direct service to at risk families through an inclusive and comprehensive School Readiness and Pre-Kindergarten Program the prepares families for the transition to elementary school. Service 1.1a: Provide a comprehensive School Readiness program that includes pre-kindergarten classes, Playgroups, family literacy, parenting education and health screenings. Service 1.1b: Continue Current Early Childhood Home Visitor position for Pre-K. Service 1.1c: Provide Pre-Kindergarten services to children ages 4-5.	Home Visitor position 2000-2999: Classified Personnel Salaries Supplemental and Concentration $45,705 SR Staff and Instructional Assistants 2000-2999: Classified Personnel Salaries First Five $87,155 Preschool teachers 1000-1999: Certificated Personnel Salaries First Five $112,883 Preschool teachers 1000-1999: Certificated Personnel Salaries State Preschool $217,111 Preschool teachers 1000-1999: Certificated Personnel Salaries Title I $112,416 Instructional Assistants 2000-2999: Classified Personnel Salaries State Preschool $143,420 PS Instructional assistants 2000-2999: Classified Personnel Salaries Title I $77,478	Home Visitor position 2000-2999: Classified Personnel Salaries Supplemental and Concentration $40,452 SR Staff and Instructional Assistants 2000-2999: Classified Personnel Salaries First Five $94,842 Preschool teachers 1000-1999: Certificated Personnel Salaries First Five $65,276 Preschool teachers 1000-1999: Certificated Personnel Salaries State Preschool $219,266 Preschool teachers 1000-1999: Certificated Personnel Salaries Title I $119,559 Instructional Assistants 2000-2999: Classified Personnel Salaries State Preschool $144,781 PS Instructional assistants 2000-2999: Classified Personnel Salaries Title I $62,312
Action 1.2: Continue certificated TK-8 staffing to implement high quality instruction, providing specialized support for veteran and newly hired	Classroom teachers for Regular Ed. 1000-1999: Certificated	Classroom teachers for Regular Ed. 1000-1999: Certificated

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
teachers with an emphasis on building more inclusive environments to increase mainstreaming into general education for learners receiving additional special education services. Service 1.2a: Attract and retain TK-8 Certificated staffing for Regular Education classrooms. Service 1.2b: Attract and retain TK-8 Certificated Staffing for Special Education Classrooms. Service 1.2c: Provide each school with a least 1 FTE Resource teacher. Service 1.2d: Provide mentor teachers to all interns and teachers in the Teacher Induction Program.	Personnel Salaries Base $13,675,696 Special Ed. classroom teachers 1000-1999: Certificated Personnel Salaries Base $3,241,108 Mentor teachers for Interns and induction teachers 1000-1999: Certificated Personnel Salaries Title II 112,500 2 Resource Specialists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 179,829 Mentor teachers for Interns and induction teachers 1000-1999: Certificated Personnel Salaries Title I 30,000	Personnel Salaries Base $14,106,901 Special Ed. classroom teachers 1000-1999: Certificated Personnel Salaries Base $3,030,329 Mentor teachers for Interns and induction teachers 1000-1999: Certificated Personnel Salaries Title II $14,595 2 Resource Specialists 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $183,239 Mentor teachers for Interns and induction teachers 1000-1999: Certificated Personnel Salaries Title I $42,205
Action 1.3: Continue supporting employees, parents and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation. Expand opportunities for our unduplicated learners through strengths-based learning/ youth development trainings for classified and certificated staff and support the integration of NGSS, career tech education and art education both during the regular school day and afterschool. Service 1.3a: Refresh purchase of 4th-8th Strengths Based Tests. Service 1.3b: Provide Strengths based workshops and training. Service 1.3c: Provide an Extended Learning Supervisor to oversee expanded learning for students and parents with a focus on increased opportunities for unduplicated students.	Strengths based tests 4000-4999: Books And Supplies Base $6,500 Extended Learning Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration $106,552	Strengths based tests 4000-4999: Books And Supplies Base $5,000 Extended Learning Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration $106,268

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.4: Identify and provide support for students (TK- grade 8) to individual goal growth as they transition from elementary to middle school to high school. Service 1.4a: Sustain site-based certificated administration for Personalized Learning Plan (PLP) implementation for high needs students through on-going monitoring of individual growth targets and services coordination.	PLP Administrators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $934,281 n/a	PLP Administrators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $941,560
Action 1.5: Continue school district administration staffing to prioritize instructional quality at the school and district level. Service 1.5a: Continue Site (assistant principals) and District based Certificated Administrative Staffing. Service 1.5b: - Continue Site and District based Classified Administrative Staffing.	Site and district administrative staff 1000-1999: Certificated Personnel Salaries Base $1,411,912 Site and district administrative clerical support 2000-2999: Classified Personnel Salaries Base $1,360,197	Site and district administrative staff 1000-1999: Certificated Personnel Salaries Base $1,402,088 Site and district administrative clerical support 2000-2999: Classified Personnel Salaries Base 1,401,068
Action 1.6: Reduce TK-3 class size beyond the 24:1 base in order to more effectively implement PLPs for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development. Service 1.6a: Further reduce class size TK-3 to 20:1 average - 12 additional teachers Service 1.6b: Further reduced class-size to better serve unduplicated high needs learners in grades K-1 and grades 5-6 at Greer and Valley Oaks	13 additional certificated teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,236,028	13 additional certificated teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,241,485

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.7 Middle School continues to strengthen the achievement of high needs students with increased personalization and intervention efforts through a school-wide teaming model, broader implementation of AVID and a 7-12 Pathways program. Service 1.7a: 2.0 FTE Certificated teachers for AVID classes and teaming support. Service 1.7b: Articulate Pathways for grades 7-12 for engineering and ag-science.	AVID and teaming teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $123,530 CTE Lead Teachers 1000-1999: Certificated Personnel Salaries Other $6,500	AVID and teaming teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $137,715 CTE Lead Teachers 1000-1999: Certificated Personnel Salaries Other $20,950
Action 1.8: Prioritize after school intervention opportunities for high need students at elementary and middle schools. Service 1.8a: Continue the After-School Education and Safety (ASES) Site Coordinators and Instructional assistants through ASES funding. Service 1.8b: Provide certificated small group instruction after school for students identified to receive Extended Day Intervention. Service 1.8c: Provide classified homework and tutoring after school.	3 ASES Coordinator and 9.5 ASES IAs 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) $262,830 3 additional ASES IAs 2000-2999: Classified Personnel Salaries Title I $5,877 Classified Afterschool Homework Help 2000-2999: Classified Personnel Salaries Title I $4400 Certificated Afterschool intervention Staff 1000-1999: Certificated Personnel Salaries Title I $44,000	3 ASES Coordinator and 9.5 ASES IAs 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) $248,263 1 additional ASES IAs 2000-2999: Classified Personnel Salaries Title I $5,320 Classified Afterschool Homework Help 2000-2999: Classified Personnel Salaries Title I $4,400 Certificated Afterschool intervention Staff 1000-1999: Certificated Personnel Salaries Title I $26,000
Action 1.9: Continue additional IA personalized support for high needs students in ELA and Mathematics. Service 1.9a: Continue general education IA positions at all sites. Service 1.9b: Create 5 Mathematics Instructional Technicians that will supplement mathematics instruction in grades 4-6 for learning that are performing below standards on CAASPP.	General ed. IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration $217,907 General Ed. IAs 2000-2999: Classified Personnel Salaries Title I $126,431	General ed. IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration $175,544 General Ed. IAs 2000-2999: Classified Personnel Salaries Title I $153,638

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Services 1.9c Provide supplemental instructional assistants for full day kinder that serves our student with the highest needs.	5 Mathematics Instructional Technicians 2000-2999: Classified Personnel Salaries Low Performing Student Block Grant $63,375	5 Mathematics Instructional Technicians 2000-2999: Classified Personnel Salaries Low Performing Student Block Grant $111,555
	All Day Kinder IA Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration $27,047	All Day Kinder IA Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration $27,047
Action 1.10: Provide social emotional, behavior, and academic support for high-risk students (Pre-K to Grade 8) by developing and implementing a Multi-Tiered System of Support (MTSS) Model to support personal goal growth as they transition from elementary to middle school to high school. Service 1.10a. Implement and monitor a MTSS model district-wide. Service 1.10b: Sustain 2 School Counselor Positions. Service 1.10c: Sustain 4 Social Workers.	2 school Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $186,537	2 school Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $187,553
	2 Social Workers 2000-2999: Classified Personnel Salaries Supplemental and Concentration $284,875	2 Social Workers 2000-2999: Classified Personnel Salaries Supplemental and Concentration $283,261
	Social Worker 2000-2999: Classified Personnel Salaries Title I $69,998	Social Worker 2000-2999: Classified Personnel Salaries Title I $69,489
	Social Worker 2000-2999: Classified Personnel Salaries Title IV $48,382	Social Worker 2000-2999: Classified Personnel Salaries Title IV $48,013
Action 1.11: Additional personalized support for English Learners and students identified as being migrant through increased certificated and classified support. Service 1.11a: Continue Bilingual IA positions at all sites. Service 1.11b: Provide certificated teachers for PK-8 extended learning afterschool and during the summer (migrant ed).	Bilingual IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration $330,117	Bilingual IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration $338,738
	Bilingual IAs 2000-2999: Classified Personnel Salaries Title III $51,787	Bilingual IAs 2000-2999: Classified Personnel Salaries Title III $52,037
	Certificated Teachers 1000-1999: Certificated Personnel Salaries CVF $15,400	Certificated Teachers 1000-1999: Certificated Personnel Salaries CVF $39,411

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.12: K-3 Transitional Bilingual Program is offered at one elementary school locations and involves hiring of BCLAD certificated teachers. Service 1.12a See Service 1.2a. Action and Service was discontinued in 2018-19.	see Service 1.2a 0	see Service 1.2a
Action 1.14.a Working with staff to comply with State Preschool guidelines, implement a comprehensive parent engagement program, Social Emotional Learning Early Literacy and alignment of PreK-TK/K with a focus on English Learners. Service 1.14a: Provide Preschool Site Director. Action 1.14.b: Enhance supervision of preschool programs and Coordinates all services for learners ages 0-5; increasing early preventative practices such as home visiting, full inclusion, dual language learning, screenings and professional learning.	Preschool Site Director Salary 1000-1999: Certificated Personnel Salaries State Preschool $6,657 Preschool Site Director Salary 1000-1999: Certificated Personnel Salaries CVF $59,911 ECE Program Coordinator 1000-1999: Certificated Personnel Salaries CVF $65,906 ECE Program Coordinator 1000-1999: Certificated Personnel Salaries First Five $47,490	Preschool Site Director Salary 1000-1999: Certificated Personnel Salaries State Preschool $14,707 Preschool Site Director Salary 1000-1999: Certificated Personnel Salaries CVF $58,826 ECE Program Coordinator 1000-1999: Certificated Personnel Salaries CVF $16,292 ECE Program Coordinator 1000-1999: Certificated Personnel Salaries First Five $48,756

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Services for all budgeted funds were implemented, however due to school closure, implementation was reduced from March-June 2022.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in implementing the action/services:
- Galt successfully pivoted from in-person learning to a Distance Learning Model two weeks after school closure.
- Instructional Assistants (reading, math and bilingual) continued to serve students virtually with small group support.
- Social Workers and Counselors collaborated to develop a tiered-system of re-engagement for students not participating in distance learning.
- ASES program shifted to virtual and met daily with students to support engagement and social emotional learning.

Challenges in implementing the actions/services:
- School Closure in March due to the COVID-19 Pandemic.

Goal 2

Goal 2 – Implement CCSS, ELD and NGSS in classrooms and other learning spaces through a variety of blended learning environments: at school, outdoors, in the community, and virtually while closing the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%. 2. TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%. 3. Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%. 4. Student service learning participation will increase by 1% or greater. 5. Students access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	1. Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources: maintained at 100%. 2. TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS: maintained at 100%. 3. Students utilizing technological resources as needed in order to support academic growth: maintained at 100%. 4. Student service learning participation: not measured due to pandemic. 5. Students access to courses in the Visual and Performing Arts (VAPA): not measured due to pandemic. 6. Student access to Career Technical Education (CTE) opportunities in 7th & 8th grades: not measured due to pandemic.

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Expected	Actual
6. Student access to Career Technical Education (CTE) opportunities in 7th & 8th grades will be maintained at 100%. 7a. On the District's California School Dashboard Academic Indicator for Mathematics the change will indicate "Increased" demonstrating progress towards a Status of "green". 7b. The District's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress towards a Status of "green". 8. The District's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green". **2019-20 Expected Outcomes** 1. CCSS aligned ELA/ELD, Math & NGSS curriculum= 100% 2. Professional development = 100% 3. Technological resources = 100% 4. Student service learning = 97% 5. Student access to VAPA = 100% 6. Student access to CTE = 100% 7a. Mathematics Change = Increased Status = green 7b. ELA Change = Increased Status = green 8. EL Progress Change = Increased Status = green	7a. On the District's California School Dashboard Academic Indicator for Mathematics: 2020 Dashboard suspended. 7b. The District's California School Dashboard Academic Indicator for ELA: 2020 Dashboard suspended. 8. The District's California School Dashboard Academic Indicator for English Learner Progress: 2020 Dashboard suspended.

Expected	Actual
2016-2017 Baseline 1. CCSS aligned ELA/ELD, Math & NGSS curriculum= 100% 2. Professional development = 100% 3. Technological resources = 100% 4. Student service learning = 95% 5. Student access to VAPA = 100% 6. Student access to CTE = 100% 7a. Mathematics Change = Increased Status = yellow 7b. ELA Change = Increased Status = yellow 8. EL Progress Change = Increased Status = yellow	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 2.1: Develop and implement varied school year professional growth opportunities for adult learners. This includes Inclusive and coordinated professional learning with cross-cutting content connections for core instruction and strategic/intensive supports. A strategic focus on professional learning in the area of literacy, writing and math.	Substitutes 1000-1999: Certificated Personnel Salaries Title I $30,000 professional growth days 2000-2999: Classified Personnel Salaries Base $23,000	Substitutes 1000-1999: Certificated Personnel Salaries Title I $30,000 professional growth days 2000-2999: Classified Personnel Salaries Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Service 2.1a: Teacher release time for academic conferencing using Substitute Teachers. Service 2.1b: A program specialist will coordinate the development of more inclusive programs, and support special education staff with professional development for core and supplemental curriculum, IEPs and least restrictive environments. Service 2.1c: Providing classified professional growth opportunities personalized to job needs and focusing on safe school environment.	Classified professional Growth and Training 2000-2999: Classified Personnel Salaries AB1808 $38,147 Program Specialist 1000-1999: Certificated Personnel Salaries Special Education $66,112	Classified professional Growth and Training 2000-2999: Classified Personnel Salaries AB1808 $38,131 Program Specialist 1000-1999: Certificated Personnel Salaries Special Education $66,647
Action 2.2: Continue to build site leadership capacity with teacher academic coaches and teacher leaders to support educators in CCSS, NGSS-Science, Mathematics, ELA/ELD, VAPA, Career Tech Education (CTE) implementation efforts. Service 2.2a: Maintain 3.25 FTE Academic Coaches. Service 2.2b: Continue with NGSS Core Lead Teachers. Service 2.2c: Create 4 lead mathematics teacher positions. Service 2.2d: Creating 5 lead Arts Education Development Lead Teachers. Service 2.2d: Create 5 lead CTE teacher positions.	Curriculum Coaches for continuous improvement 1000-1999: Certificated Personnel Salaries Title I $259,366 Curriculum coach positions as related to PD 1000-1999: Certificated Personnel Salaries Title II $86,455 NGSS Lead Teachers 1000-1999: Certificated Personnel Salaries NGSS $39,320 Literacy Coach 1000-1999: Certificated Personnel Salaries CVF $11,537 4 Mathematics Lead Teachers 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant $16,765 VAPA Lead Teachers 1000-1999: Certificated Personnel Salaries Title IV $2,400	Curriculum Coaches for continuous improvement 1000-1999: Certificated Personnel Salaries Title I $270,242 Curriculum coach positions as related to PD 1000-1999: Certificated Personnel Salaries Title II $90,081 NGSS Lead Teachers 1000-1999: Certificated Personnel Salaries NGSS $39,320 Literacy Coach 1000-1999: Certificated Personnel Salaries CVF $11,573 4 Mathematics Lead Teachers 1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant $16,818 VAPA Lead Teachers 1000-1999: Certificated Personnel Salaries Title IV $3,003

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 2.3: Certificated staff participate in varied Professional Learning trainings to support continued development and teaching of NGSS learning sequences and ELA/ELD implementation. Service 2.3a: Release time (during the school day) or Stipends (after contract time) for EL professional development that supplements the Base ELA/ELD professional development	Release time ELD P.D. 1000-1999: Certificated Personnel Salaries Title III $15,000 Release time 1000-1999: Certificated Personnel Salaries NGSS $2,500	Release time ELD P.D. 1000-1999: Certificated Personnel Salaries Title III $1,000 Release time 1000-1999: Certificated Personnel Salaries NGSS $15,000
Action 2.4: Current or developing project-based service learning opportunities are available to all learners. Service 2.4a: Maintain Service Learning opportunities through a variety of outside resources including: DWR, Ducks Unlimited, The Nature Conservancy, Bureau of Land Management, Sac. County Regional Parks, volunteer hours.	Other no cost	
Action 2.5: Bright Future Learning Centers are used by students, staff, volunteers and parents to support personalized learning path growth aligned to students' Personalized Learning Plans and CCSS. Service 2.5a: Continue 1.5 FTE BFLC Technicians at 6 schools to provide afterschool BFLC clubs principally directed to serve unduplicated students.	1.5 FTE BFLC Technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration $79,790	1.5 FTE BFLC Technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration $79,234
Action 2.6: Continue to purchase, develop and implement curriculum aligned with the CCSS, ELA/ELD Standards and the New Generation Science Standards (NGSS). Service 2.6a: Provide NGSS materials to all science teachers to support the continued development NGSS learning sequences Service 2.6b: Continue to purchase CCSS aligned ELA/ELD materials as base curriculum	Curriculum 4000-4999: Books and Supplies Lottery $192,125 NGSS materials and resources 4000-4999: Books and Supplies Title I $19,995	Curriculum 4000-4999: Books And Supplies Lottery $205,690 NGSS materials and resources 4000-4999: Books and Supplies Title I $7,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Service 2.6c: Purchase core CCSS aligned mathematics and history/social science materials Service 2.6d: Purchase supplemental mathematics curriculum for Special Education		
Action 2.7: Develop parent engagement, increase leadership development and participation in their children's education, improve home-school communication and provide parent education for College and Career Readiness, CA State Standards, CTE and Art education. Service 2.7a: host parent/community information sessions and leadership training through sites' BLFCs at back-to-school nights, Listening Circles, DELAC/ELAC, PreK Parent Advisory Committee and Migrant PAC. Service 2.7b: Engage and educate families through Academic Parent Teacher Teams, a variety of workshops and Parent Universities. 2.7c.: Create a Bilingual Community Outreach Coordinator position. 2.7: Create 4 Bilingual Community Outreach Assistant positions.	Workshop/Training Presenters 5800: Professional/Consulting Services and Operating Expenditures Title III $1,500 Site Parent Involvement 5000-5999: Services and Other Operating Expenditures Title I $12,177 Bilingual Community Outreach Coordinator 2000-2999: Classified Personnel Salaries CVF $35,000 4 Bilingual Community Outreach Assistants 2000-2999: Classified Personnel Salaries CVF $25,913 WestEd: Academic Parent Teacher Training 5800: Professional/Consulting Services and Operating Expenditures CVF $60,000	Workshop/Training Presenters 5800: Professional/Consulting Services and Operating Expenditures Title III $1,500 Site Parent Involvement 5000-5999: Services and Other Operating Expenditures Title I $4,000 Bilingual Community Outreach Coordinator 2000-2999: Classified Personnel Salaries CVF $31,346 4 Bilingual Community Outreach Assistants 2000-2999: Classified Personnel Salaries CVF $19,520 WestEd: Academic Parent Teacher Training 5800: Professional/Consulting Services and Operating Expenditures CVF $60,000
Action 2.8: Student access for additional middle school route, extended day, summer learning opportunities for transportation support services . Service 2.8a: Provide additional transportation routes.	Bus driver for additional elementary and middle school routes/extended learning 2000-2999: Classified Personnel Salaries Supplemental and Concentration $39,573	Bus driver for additional elementary and middle school routes/extended learning 2000-2999: Classified Personnel Salaries Supplemental and Concentration $32,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 2.9: Safe learning space for tech resources, connectivity and expanded learning opportunities are provided for high-needs students in afterschool clubs at the Bright Future Learning Centers (BFLCs). Service 2.9a: Additional BFLC and afterschool English Learner and PreK family extended learning opportunities at Fairsite. Service 2.9b: Afterschool BFLC Clubs.	Fairsite BFLC Resources and materials 4000-4999: Books And Supplies CVF $12,000 BFLC Resources and materials 4000-4999: Books And Supplies Base $10,000	Fairsite BFLC Resources and materials 4000-4999: Books And Supplies CVF $15,000 BFLC Resources and materials 4000-4999: Books And Supplies Base $10,000
Action 2.10: Provide 1-to-1 mobile devices to strengthen youth voice and choice in learning and innovation opportunities and continue to have mobile devices available for student check-out with parent participation in digital citizenship class. Service 2.10a: Provide for Chromebook checkout with Wi-Fi through the BFLCs. Service 2.10b: Provide tech devices for 1-to-1 ratio of students to computers.	technology replacement 4000-4999: Books And Supplies Lottery $40,000 Wi-Fi Connectivity 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $29,907	technology replacement 4000-4999: Books And Supplies Lottery $68,000 Wi-Fi Connectivity 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $25,000
Action 2.11: Use on-line learning courseware (available in English and Spanish) to support individual student learning pathways. (Math & ELA/ELD online learning courseware). Service 2.11a: Contract for 3-year Lexia (Foundational Reading Courseware) contract (paid in 2017-18). Service 2.11b Contracts for site supplemental courseware; Accelerated Reader; Spanish courseware. Service 2.11c Contract for NWEA MAP ELA and Math online assessments district-wide.	Site allowance for online learning courseware 5000-5999: Services And Other Operating Expenditures Base $27,000 Accelerated Reader 5000-5999: Services And Other Operating Expenditures Title I $36,795 English Learner courseware 5000-5999: Services And Other Operating Expenditures Title III $5,000 NWEA MAP online assessment 5000-5999: Services And Other	Site allowance for online learning courseware 5000-5999: Services And Other Operating Expenditures Base $22,500 Accelerated Reader 5000-5999: Services And Other Operating Expenditures Title I $15,660 English Learner courseware 5000-5999: Services And Other Operating Expenditures Title III $3,600 NWEA MAP online assessment 5000-5999: Services And Other

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Base $39,500	Operating Expenditures Base $38,875
Action 2.12: English learner parent access to school information and student services through Bilingual Office Assistant interpreter/translation support. Service 2.12a: Maintain hours of Bilingual Office Assistant positions at all sites to strengthen communication with families and support English Learners.	Bilingual Office Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration $102,003	Bilingual Office Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration $103,596
Action 2.13: Increase access for high needs students using transportation for Middle School and elementary students during AM/PM hours. Service 2.13a: Transportation services.	Bus Services 2000-2999: Classified Personnel Salaries Supplemental and Concentration $30,000	Bus Services 2000-2999: Classified Personnel Salaries Supplemental and Concentration See 2.8 above

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions/services were implemented to some extent before school closure in March due to the COVID-19 Pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in implementing the Actions/Services:
- Because of the district's 1-1 mobile device implementation, the transition to distance learning through a virtual platform went more smoothly.
- Bilingual Community Outreach Assistants facilitated greater home-school communication during the initial school closure.
- Professional development focused on learning through virtual platforms.

Challenges in implementing the Actions/Services:
- School closure in March due to the COVID-19 Pandemic.
- Classified Professional Development was suspended.
- Parent Involvement was limited.
- Transportation was suspended.
- Release time for Certificated P.D. was suspended.

Goal 3

Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. 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%. 2. Parent engagement/use of the district's Parent Portal will increase by 5%. 3. At least 5 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. 4. At least 2 Stakeholder Focus Groups will be held at each school and at the district level annually to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school connectedness. 5. 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.	1. Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice: suspended due to school closure . 2. Parent engagement/use of the district's Parent Portal: Not measured. 3. Opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback: Not completed due to school closure. 4. Stakeholder Focus Groups will be held at each school and at the district level annually: Not completed due to school closure. 5. Parents of unduplicated students will be represented at 100% of all stakeholder meetings: Meeting were suspended in February. 6. Parent survey will be completed by a minimum of 500 families: New Baseline CalSCHLs Survey- 538 parent/guardian responses.

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Expected	Actual
6. Parent survey will be completed by a minimum of 500 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree. **19-20** Use of employee evaluation system = 100% 2. Parent Portal Use = 85.6% 3. LCAP Participation Opportunities = 5 4. Stakeholder Focus Groups Site: 2 District: 2 5. Representation at all stakeholder meetings = 100% 6a. Completed Parent surveys= 500 6b. Overall percentage of Agree/Strongly Agree: 85.06% **Baseline** 1. Use of employee evaluation system = 100% 2. Parent Portal Use = 70.6% 3. LCAP Participation Opportunities = 5 4. Stakeholder Focus Groups Site: 2 District: 2	

Expected	Actual
5. Representation at all stakeholder meetings = 100% 6a. Completed Parent surveys= 689 6b. Overall percentage of Agree/Strongly Agree: 75.06%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 3.1: Fully implement employee evaluation system aligned with a growth system.	no cost	
Action 3.2: Continue professional development opportunities based upon data trends and professional growth needs.	See Budgeted Expenditures for 2.1 and 2.2	
Action 3.3 Improve communications efforts, input and data use for progress sharing, analysis and improvement purposes are varied and on-going for employees and parents. Service 3.3a: Continue to refine Parent/Student Portals and PLPs. Service 3.3b: Continue to increase use of reports on the district's student information system.	no cost	
Action 3.4: Strengthen the school calendar to support learner growth and goal accomplishments. Action 3.4a: Coordinate calendars for PD, instruction, and high school for stronger collaboration and articulation.	no cost	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No funds were budgeted in this Goal Area.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in implementing the services/actions to achieve the goal.
- Professional development continued virtually to support educators implement distance learning.
- School-year calendar was coordinated with the high school's district.

Challenges in implementing the actions/services to achieve the goal:
- School Closure in March due to the COVID-19 Pandemic.

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Goal 4

Goal 4 - School facilities are safe, healthy, hazard free, clean and equipped for the 21st Century Learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Facilities Inspection Tool (FIT) rating provided by the CDE will be maintained at "GOOD". 2. Measure K facilities building reports to Board of Education will be provided quarterly. 3. Measure K Citizen Oversight Committee has been formed and will meet to provide oversight on all funding of priority and impactful projects. They will meet as needed but no less than quarterly until bond funds are completely utilized. 4. Williams Facilities Complaints will be maintained at ZERO (0). 5. Meeting/exceeding of federal nutrition guidelines on school menu will be maintained with Zero (0) meals "disallowed". 6. The average number of meals served each day will be increased by 100.	1. Facilities Inspection Tool (FIT) rating provided by the CDE: Overall district FIT rating- "Fair" 2. Measure K facilities building reports to Board of Education: MET 3. Measure K Citizen Oversight Committee has been formed and will meet to provide oversight on all funding of priority and impactful projects. They will meet as needed but no less than quarterly: MET 4. Williams Facilities Complaints: MET 5. Meeting/exceeding of federal nutrition guidelines on school menu: MET 6. The average number of meals served each day: Suspended

Expected	Actual
19-20 1. FIT rating = "GOOD" 2. Measure K facilities reports = MET 3. Measure K Citizen Oversight: MET 4. Williams Facilities Complaints= Zero 5. Federal nutrition guidelines= Zero meals "disallowed" 6.Meals served= 2,791 **Baseline** 1. FIT rating = "GOOD" 2. Measure K facilities reports = MET 3. Measure K Citizen Oversight: MET 4. Williams Facilities Complaints= Zero 5. Federal nutrition guidelines= Zero meals "disallowed" 6. Meals served= 2,364	

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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 4.1: Ongoing routine repairs, deferred maintenance projects and Measure K projects are identified, monitored and completed using state rules and guidelines. Continue to address the impactful projects prioritized in the Facilities Master Plan and begin to address long-term building needs. All projects can be multi funded. Service 4.1a: Vendor contracts for construction and repairs. Service 4 1b. Priority project Architects selected (through RFP process) and are developing plans for design, implementation, and completion of projects identified.	Repair contracts 5800: Professional/Consulting Services and Operating Expenditures Routine Maintenance $500,000 Facility modernization at Valley Oaks, Marengo Ranch, and Greer Elementary Schools 6000-6999: Capital Outlay Measure K $7,500,000 Priority project implementation including landscape renovation/planning, playground renovation, and needed modernization of facilities 5800: Professional/Consulting Services and Operating Expenditures Capital Facilities Fund $100,000 McCaffrey Middle School track and field 6000-6999: Capital Outlay JPA $238,000	Repair contracts 5800: Professional/Consulting Services and Operating Expenditures Routine Maintenance $335,000 Facility modernization at Valley Oaks, Marengo Ranch, and Greer Elementary Schools 6000-6999: Capital Outlay Measure K $5,764,948 Priority project implementation including landscape renovation/planning, playground renovation, and needed modernization of facilities 5800: Professional/Consulting Services and Operating Expenditures Capital Facilities Fund McCaffrey Middle School track and field 6000-6999: Capital Outlay JPA 92773
Action 4.2: Staffing improvements involving classified and supervisory employees are considered for efficient and responsive facilities. Service 4.2a: Continue all Maintenance and Operations positions.	Maintenance and Operations personnel 2000-2999: Classified Personnel Salaries Routine Maintenance $433,269 Custodial and grounds staff 2000-2999: Classified Personnel Salaries Base $1,076,501	Maintenance and Operations personnel 2000-2999: Classified Personnel Salaries Routine Maintenance $443,578 Custodial and grounds staff 2000-2999: Classified Personnel Salaries Base $1,105,050
Action 4.3: Food services aligned with federal guidelines and increasing the number of students served each day. Service 4.3a: Food services supervisor ensures compliance with federal guidelines.	Food Service cost beyond funding 5000-5999: Services And Other Operating Expenditures Base $200,000	Food Service cost beyond funding 7000-7439: Other Outgo Base $182,398

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Service 4.3b: Continue the Community Eligibility Provision (CEP) at Vernon E. Greer, Valley Oaks and McCaffery Middle Schools.		
Action 4.4: School district recycling efforts are improved to reduce waste Service 4.4a: Continue recycling efforts and education.	Nominal cost if any	
4.5 Increase the emotional and physical safety at all of our sites. 4.5a. A School Resource officer is being budgeted in partnership with Galt Police and Galt High School District.	School Resource Officer 5000-5999: Services And Other Operating Expenditures Base $35,000 School Resource Officer 5000-5999: Services And Other Operating Expenditures Title IV $10,000	School Resource Officer 5000-5999: Services And Other Operating Expenditures Base $47,000 School Resource Officer 5000-5999: Services And Other Operating Expenditures Title IV 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services that were not implemented this year will be completed in the next school year:
MMS Track and field

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success in implementing the actions/services:
- Measure K projects completed per timeline
- District nutrition program continued throughout school closure

Challenges in implementing the actions/services
- School closure in March due to the COVID-19 Pandemic suspended some projects

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Following the county and state public health guidelines the district will purchase Personal Protective Equipment (PPE) for School sites and classrooms to allow the safe return of staff and students on-campus	$227,000	$344,000	No
Every school site will receive additional funding to purchase additional resources to implement the distance learning and blended educational program models (supplemental materials, technology, supplies, etc.)	section 3	section 3	No
Prevention and Intervention Coordinator will coordinate school readiness and special education programs targeting high needs learners and learners with special needs	$151,551	$151,525	Yes
Prioritize after school intervention opportunities for high needs students at elementary and middle schools	$445,833	$464,888	Yes
Prioritize during and after school intervention opportunities for high needs students at elementary and middle schools during pandemic conditions through small group interventions, ASES, BFLC clubs, 1-1 student tutoring	$438,360	$192,573	Yes
Resource specialist positions and Behavior Services will support the Multi-tiered System of Supports to serve high needs learners at every school site during all phases of the transition to reopening of school model	$685,794	$653,285	Yes
Provide bilingual instructional assistants for additional personalized academic support for English Learners and students identified as being migrant	$433,015	$440,610	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district will provide hotspot devices to ensure that all families have access to internet connectivity during all phases of the transition to reopening of school model	section 3	section 3	Yes
To ensure that all students have access to devices adequate to participate in the blended learning and transition models of in-person instruction and complete assigned work, the district will provide 1-1 Chromebook devices to every learner in grades PreK-8.	section 3	section 3	Yes
To support the reopening of schools the district will hire additional classified/certificated personnel and/or extend current employees contract hours (custodians, instructional assistants, office staff, teachers, administrators, etc.)	section 3	section 3	No
Reduce TK-3 class size beyond the 24:1 base to more effectively implement distance learning for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development.	$928,031	$932,700	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Because of the prolonged school closure and the pandemic-altered learning conditions, the intervention opportunities for high needs students at elementary and middle schools were greatly reduced. However, a robust voluntary extended year summer program with a focus on high needs students has been implemented to accelerate learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

SUCCESSES
- Beginning March 18, 2021, 84% of PreK-8th grade students returned to on-campus in the Blended Instructional Model.
- Teachers reported that the small stable group sizes and AM/PM schedule resulted in greater learning and increased personalized instruction to better address any learning loss.
- During distance learning, beginning in November, over 200 students participated in-person in on campus small group cohorts. Many of our students on IEPs were able to come back in person 2-4 hours per day.

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- To support working families with before after school care during the AM/PM model, a variety of childcare options were made available.
- Many teachers continued to provide concurrent live virtual instruction to their students unable to return to in-person learning.
- The district's health and safety protocols were consistently followed by staff, students and parents. This resulted in minimal disruption of learning and the closure of only one classroom upon return to in-person instruction.
- An MOU with the City of Galt made surveillance testing available free of charge to all staff and families.
- Through a combined effort of several small school districts in coordination with Cosumnes Fire District, COVID vaccinations were made available to all school employees in March, 2021.

CHALLENGES
- Transportation was limited due to the COVID safety protocols. Elementary and middle school families were forced to continue with a distance learning program because of the reduced capacity on the buses.
- Many working families found the AM/PM schedule very difficult to get their children to and/or from school.
- The shortened day and COVID protocols eliminated assemblies, fieldtrips, grade level recesses and lunches, afterschool clubs, etc.
- Covid protocols also reduced the opportunities for students on IEPs in special Day Classes (SDC) to mainstream with their general education peers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide teachers with three additional professional development days before reopening school under the distance learning model to support the planning and preparation needed to provide robust and interesting tasks that give students with unique needs the opportunities to participate and support they need to be successful.	$300,000	$291,767	Yes
Provide educational technology programs (Lexia, Zearn, Edgenuity, etc.) and LMS platforms (Gooru, SeeSaw, Google Meets, etc.) to manage distance learning synchronous and asynchronous instruction.	$175,000	$175,000	No
To ensure that all learners in our unduplicated student groups have access to devices adequate to participate in all levels of the reopening schools' model of instruction and complete assigned work, the district will provide Chromebook devices to learners in grades PreK-8.	$210,000	$558,714	No
The district will provide 1,250+ hotspot devices to ensure that all families of our unduplicated student groups have access to internet connectivity during all phases of the transition to reopening of school model	$280,000	$329,175	Yes
To ensure our learners continue to receive continuity of IEP services, speech-language pathologists, psychologists, social workers and counselors will provide speech therapy, Educationally Related Mental Health Services (ERMHS) counseling and mental health counseling via a teletherapy platform during distance learning	$21,000	$32,650	No
To support the reopening of schools the district will hire additional classified/certificated personnel and/or extend current employees contract hours (custodians, instructional assistants, office staff, teachers, administrators, etc.)	$200,000	$689,910	No
School sites will receive additional funding to purchase additional resources to implement the distance learning and blended	$90,000	$90,000	No

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
educational program models (supplemental materials, technology, supplies, etc.)			
Resource specialist positions and Behavior Services will support the Multi-tiered System of Supports to serve high needs learners at every school site during all phases of the transition to reopening of school model	section 2	section 2	Yes
Provide additional IA personalized support for high needs students in small group live virtual sessions for ELA and Mathematics during distance Learning	$438,360	0	Yes
Following the county and state public health guidelines the district will purchase Personal Protective Equipment (PPE) for School sites and classrooms to allow the safe return of staff on-campus	section 2	section 2	No
GLEE Home Learning Academy teachers will provide a year-long distance learning program for student with unique needs	$250,806	$572,735	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Substantive Differences:
- Ensuring that all learners in our unduplicated student groups had access to Chromebook devices adequate to participate in all levels of distance learning was a much greater than originally planned and doubled in cost.
- The need for hotspot devices to ensure that all families of our unduplicated student groups had access to internet connectivity was greater than originally planned. Thus, the budget was increased.
- The need to add additional classified/certificated personnel and/or extended contract hours (custodians/cleaning, office staff, teachers, administrators, etc.) was greater than anticipated.
- During distance learning there presented not need to increase the instructional assistant support. Teachers and IAs were able to meet the needs of all student groups.
- Due to the increase in numbers of students requesting home learning, additional GLEE Home Learning Academy teachers were needed to provide these services.

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Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction
SUCCESSES
- Teacher and school administrator committees conveyed feedback to finalize a consistent curriculum plan for distance learning strategies, addressing learning loss, teaching expectations, learning resources, assessment and instructional priorities.
- The Board of Trustees approved a Transitional Reopening School Matrix that demonstrated the return to on-campus reopening in a gradual and thoughtful roll-out that 1) prioritized health and safety of students and staff and 2) included new or improved ways of accomplishing core instruction and expanded learning opportunities.
- The District's Staff/Student Health and Safety Guidance for Reopening Schools aligned with the California Department of Public Health guidance components for schools was provided to staff and families, along with presenting virtual live and recorded trainings before on-campus instruction began.
- Teachers provided Targeted, Specialized Support and Services at School focusing on students with disabilities, English Learners and students who were demonstrating learning loss.
- All teachers continued to use the district adopted materials as well as additional supplementary materials online and with texts books/consumables.
- All teachers in grades TK-8 met the required daily instructional minutes for their grade levels.

CHALLENGES
- The COVID pandemic exacerbated pre-existing student mental health problems due to academic disruption, restricted social contact, loss of routine and health-related fear.
- According to the findings on the Spring CalSCHLS Survey 39% of middle school students reported "experiencing chronic sadness/hopelessness" in the last 12 months and only 24% reported "meaningful participation". 42.5% of elementary 5th-6th graders students reported having "meaningful participation".

Access to Devices and Connectivity
SUCCESSES
- 3,350 Chromebooks were made available to every learner in grades PreK through grade 8.
- Households without the internet are provided with internet hotspots (approximately 1,000 hotspots have been issued to families and staff) .
- Ongoing training was offered to parents who need additional guidance accessing the technology resources as well as daily live tech support line in English and Spanish.
- Technology troubleshooting guides were created for families in English and Spanish.
- Video clips were created for families on how to access Chromebooks and Google Classroom.

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CHALLENGES
- Some families continued to have issues with Wi-Fi connectivity even with the hotspots.
- Internet issues because of low bandwidth and online programs crashing disrupted the distance learning experience

Pupil Participation and Progress
SUCCESSES
- Teachers created daily live synchronous and asynchronous instruction schedules and complete the Weekly Engagement Records for each student.
- Small group breakout rooms during synchronous instruction provided the opportunity to assess student learning and provided small group lesson support.
- Instructional Assistants met with students virtually through Zoom in small groups or 1:1 tutoring to address learning needs.
- Student attendance was verified daily and documented in the student information system. Office staff and school social workers contacted the parents/guardians of students who were not participating or attending daily.

CHALLENGES
- Student participation in the daily live synchronous learning dropped off in the winter months of distance learning.
- MAP Reading and Math formal assessments were not given during distance learning.

Distance Learning Professional Development (PD)
SUCCESSES
- A wide variety of professional development opportunities were offered to teachers began last spring and set them up for successful distance learning roll-out in the fall.
- A Continuity of Learning Planning Guide was developed with teacher leaders to provide guidance and self-paced tutorials to help support the distance model for this year. Various tutorials were offered, such as Google training links, How-Tos and Zoom Features.
- Teachers in grades 4- 8 were provided with a foundational training by Catlin Tucker, "Preparing for Fall 2020 Blended and Online Learning".

CHALLENGES
- Once distance learning began in the fall it was more difficult to set aside time for ongoing professional development

Staff Roles and Responsibilities
SUCCESSES
New staff roles and responsibilities emerged as a result of COVID-19:
- Yard supervisors serve varied school roles depending on needs and strengths, including: monitoring independent work, phone call check-ins, and staffing assignments to grade levels.

- Instructional Assistants have been strategically assigned to grade levels to support small group instruction or added distance learning support.
- Bus Drivers delivered meals to families.
- Teachers delivered distance learning instruction from a classroom or home using core resources, open-source resources, and multiple technology tools.
- Growing needs for communication frequency included school district staff shifting or reprioritizing of roles to support multiple modes of communication.
- Distance learning supported a new ASES staffing model from 3:00-6:00 that included daily interactive whole group and small group virtual meetings.
- Bright Future Learning Center technicians served as the first point of technical assistance for family technology questions.
- Employee unions collaborated continuously with district management to support the changing roles of their members.

CHALLENGES
- No challenges were noted.

Support for Pupils with Unique Needs
SUCCESSES
- For families with learners or other members at a high risk of contracting Covid-19, or for those families electing to have their children educated at home, the District developed the long-term GLEE Home Learning Academy.
- Successful supports for students experiencing Homelessness included: 1)Coordination & communication with homeless agencies to make them aware of our Homeless Services , 2) Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, 3) Provision of community resource information for parents/students and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs were identified.
- Supports specific to Students with Disabilities (SWD) included 1) Modification of IEP Goals by IEP team to address specific student needs during distance learning, 2) additional consultation from staff or additional accessibility tools to actively engage in distance learning, 3) Instructional assistants were assigned to support SWD during mainstreaming into general education live sessions, 4) these students were prioritized to provide in-person instruction in small cohorts, and 5) the district's Board Certified Behavior Analyst provided support during live sessions and consultation to families.
- Successful supports for English Learners and their families included 1) regular communication by bilingual office assistants (BOAs) and community bilingual outreach assistants (BCOAs) with families to ensure that social-emotional and educational needs were being met for their children to participate fully in distance learning, 2) bilingual instructional assistants (BIAs) supported students in the primary language in small group Zoom sessions or breakout rooms, 3) EL families had continuous access to interpreting services and all communications were translated into Spanish, and 4) teachers who provided targeted small group cohort prioritized English Learners for services.

CHALLENGES
- The student need for targeted small group cohort instruction out-weighed the availability of staff to provide the services.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reduce TK-3 class size beyond the 24:1 base in order to more effectively implement PLPs for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development.	section 2	section 2	Yes
Provide additional IA personalized support for high needs students in small group live virtual sessions for ELA and Mathematics to prevent learning loss and accelerate progress.	section 2	section 2	Yes
Additional personalized support for English Learners and students identified as being migrant through increased certificated and classified support.	section 2	section 2	Yes
Prioritize after school intervention opportunities for high need students at elementary and middle schools.	section 2	section 2	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No funds were budgeted specific to this area.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

SUCCESSES
- Additional support strategies were provided in virtual breakout rooms or during extra session by the teacher or an instructional assistant: 1) small group instruction for math and reading, 2) 1:1 tutoring or instruction.
- Students experiencing learning loss were prioritized for in-person small group cohorts.
- Daily participation was used to track attendance and ensure daily engagement by all students in learning activities. Daily participation was documented through student participation in synchronous and asynchronous instruction and contacts between school staff and students and their parents.

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- Each site has a Social Worker or counselor that held regular virtual office hours, provided daily social emotional messages via Google Classroom and checked in and provided additional supports for students who became disengaged.
- A robust voluntary extended school year was planned and will provide students with an additional 16 days of full-day instruction.

CHALLENGES
- Despite efforts, all schools reported a number of students who were regularly absent of daily synchronous instruction or who did not complete assigned work.
- Analysis of the Spring MAP Reading and Math assessments indicate that XX% of students scored below the 60th percentile in Reading and XX% (waiting for results) of students scored below the 60th percentile in Math.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SUCCESSES
Each site has a Social Worker or counselor that provided mental health and social emotional supports throughout distance learning that include:
- Social-Emotional supports and resources for staff
- On-campus support to families calling in for crisis mediation
- Daily "live" office hours
- School-wide access to Social Worker/Counselor Google Classroom for mental and social-emotional support
- Recorded Second Step SEL lessons for teachers use in live sessions
- Educationally Related Mental Health Services (ERMHS) counseling
- *Too Good for Violence* program
- STOPIT texting App to anonymously report bullying, personal crisis, fear, etc.
- Small group sessions available that were scheduled through Google Classroom or a phone call directly to staff. Individual sessions were also available for students who want more privacy.

Social Emotional Learning (SEL) was integrated into the daily distance learning lessons and included:
- Well-being and strengths coaching sessions during and after school
- Second Step SEL curriculum
- Class meetings
- SEL Signature practices: Opening of each class with a welcoming/inclusion activity, Engaging Activities, and Ending each class with an optimistic closure

CHALLENGES
- The COVID pandemic exacerbated pre-existing student mental health problems due to academic disruption, restricted social contact, loss of routine and health-related fear.
- According to the findings on the Spring CalSCHLS Survey 39% of middle school students reported "experiencing chronic sadness/hopelessness" in the last 12 months and only 24% reported "meaningful participation". 42.5% of elementary 5th-6th graders students reported having "meaningful participation".

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SUCCESSES
Communication was critical during distance learning. Site and District staff checked in daily with families for a variety of reasons.

Communication modes includes:
- Phone calls by office staff, social workers/counselors teachers, administrators, and Bilingual Community Outreach Assistants (BCOAs),
- School and District Blackboard messages, email, texts,
- Teachers communicate daily with parents through class apps (Dojo, Remind, etc.),
- District website with important announcements
- Technology troubleshooting hotlines
- Parent feedback surveys

At the beginning of each school day, all teachers connected with their students virtually through live class check-in meetings

The school attendance team (social workers, counselors, secretaries, bilingual office assistants, administrators, assistants) made daily phone calls to families of students who had not logged onto their live class session.

The district worked with site teams to create a tiered plan to re-engage students absent from distance learning three or more days or 60% of instruction in a week.

District Virtual Zoom meetings were held monthly and well-attended by parents. They included: SpEd PAC, DELAC, DAC and Migrant Education PAC.

Sites successfully offered virtual parent trainings

The School Resource Officer made home visits to families of students who were absent and could not be contacted otherwise.

CHALLENGES
All school reported having a few families that were "unreachable" and some families that had moved without notifying schools.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SUCCESSES
Food Services had an awesome year of learning new skills and utilizing Gold Standard Services from previous training.

Food & Nutrition quickly became fluent in COVID-19 lingo:
- Best Practices-using your knowledge and staff to safely serve meals to as many families as possible while following CDE guidelines.
- Social Distancing- Prepping meals and serving meals while staying six feet apart.
- Curbside Service Model-Staff meet families curbside with meals ranging from daily service to five day meal plans.
- Pivot-FNS staff were at home on a four-day weekend and received a call. Informing of Shelter in Place orders. EVERY site successfully served lunches and breakfast curbside the Tuesday we came back.
- Essential Worker-Almost all FNS staff worked daily when other school staff stayed home per directives.
- Get It Done Attitude- No school missed a service due to COVID-19 Staff Quarantine.
- Enrichment-FNS staff learned what enrichment handouts are and gave to Distant Learners with Supper meals to meet the educational requirements.

Galt Food & Nutrition Services "Pivoted" meal programs from the National School Breakfast (NSBP) & National School Lunch Program (NSLP). We 100% adopted the Seamless Summer Option (SSO) to offer no cost meals to ALL community members 18 and under.

Food & Nutrition Services applied for multiple waivers. Each allowing greater access to meals.
- Meal Service Time Waiver
- Non-Congregate Meals Waiver
- Family Member Meal pick up
- Meal Component Waivers

From August 20, 2019- June 9, 2020 we have served
Breakfast-151,478
Lunch- 148,684
Supper-91,703

Successful method markers:
- Distributed meals to family doorsteps
- Made special pickup times for families-partnered with Transportation & site staff
- Continued to meet Special needs meal accommodations
- Educated families on food safety with flyers and word of mouth

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Most importantly the team continued to be a beacon of light to the community. They smiled with their eyes and had meaningful interaction with students. They had fun and held a scarecrow contest and decorated their serving tents. Overall we learned the value of our work to our team members-community-and country at large.

CHALLENGES
- Training and blending of other employee positions in the cafeteria/food service: Food safety practices, personal hygiene, the correct use of PPE and serving in extreme weather conditions.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Social Worker and Counselors to provide remote services to students anxious about starting the school year in distance learning. Priority will be given to low income families and foster youth who may be experiencing greater hardships and struggles due to COVID-19.	$714,681	$735,255	Yes
School Nutrition	Provide breakfast and lunch at all sites to students eligible for free or reduced lunch as well as all students during the federal free lunch time period.	$900,629	$889,820	Yes
Stakeholder Engagement	Utilize Bilingual Office Assistants and Bilingual Community Outreach Assistants to support interpretation/translation services. Enhance English learner parent ability to stay informed and to participate in their child's education and district decision making process. Staff also provide assistance to Spanish-speaking families to access the district's educational services.	$273,577	$221,560	Yes
Mental Health and Social and Emotional Well-Being	Supporting employees, parents and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation.	$5,000	$5,000	No
Mental Health and Social and Emotional Well-Being	Reduce TK-3 class size beyond the 24:1 base to more effectively meet the social emotional and well-being needs of learners with unique needs through increased time to personalize and support social emotional learning opportunities.	section 2	section 2	Yes

Mental Health and Social and Emotional Well-Being	The Extended Learning Supervisor will provide a variety of social emotional learning and well-being services and supports to students with unique needs.	$98,910	$98,910	Yes
Mental Health and Social and Emotional Well-Being	BFLC technicians will provide afterschool enrichment, STEAM, youth development opportunities for high needs students to support their SEL, increase connectedness to school and provide tech support services.	$407,700	$319,235	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences between planned actions and budgeted expenditures were noted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

LESSON LEARNED:
Despite the positive growth that 3rd-8th GJUESD students had demonstrated in Mathematics and English Language Arts on the 2019 California Dashboard, preliminary assessment results suggest that many students have experienced mild to significant learning loss ("COVID slide"). This has led to several new actions on the proposed LCAP:
- Support the acceleration of early literacy with planning, instructional delivery, co-teaching, modeling and collaboration with Literacy Lead Teachers at every elementary school to address the achievement gap that was widened during the COVID-19 pandemic.
- Support additional Math technicians to provide small groups instruction for targeted groups of students in grades 4-6
- Maximize services for English learners through a combination of direct instruction and educator support with specific focus on grade 4th-6th newcomers as well as English Learners at the middle school level. An ELD Teacher on special Assignment will support the prevention and intervention services.
- Provide specialized support for newly hired teachers 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.
- 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. 4-5 additional primary grade teachers will be hired to keep TK-2 classes at 20 or fewer students for 2021-22 to accelerate learning due to the interrupted schooling caused by the COVID-19 pandemic.

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- Continue to hold academic conferences with grade level teams to analyze, review and use student data, deliver coordinated professional learning with content connections for MTSS, and plan for strategic/intensive supports. An Academic Teacher On Special Assignment will support data analysis and planning for equitable student practices.

LESSON LEARNED:
For families with learners or other members at a high risk of contracting Covid-19, or for those families electing to have their children educated at home, the District will continue to offer a Home Learning Academy.

LESSON LEARNED:
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 COVID-19 pandemic has exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear.
- Sustain a Social Worker or Counselor in every school to provide mental health services, social emotional, behavior, and academic support.
- Bright Future Learning Centers will used daily by students as learning hubs and offer a variety of expanded learning and culturally relevant enrichment opportunities and clubs (sports, music, arts, STEAM, etc.) aligned to students' personalized learning goals and the California Social Emotional Learning Principles.
- Registered Behavior Technicians (RBTs) will consult with site PBIS teams to increase the integrity and effectiveness of the campus PBIS. With guidance from the Behavior Analyst, RBTs will work with teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.
- Disengaged and at-risk intermediate students at Valley Oaks and Greer Elementary will participate in individual academic mentoring, receive social emotional support and experience Career Technical Education (CTE) by extending the instructional day under the guidance of certificated staff (4-D Action Learning).
- Through a partnership with SCOE and Yale University, school-based teams will receive coaching and participate in a systemic approach to implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students.
- MTSS Tier 2 support: Focus on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other well-documented effects of the COVID-19 pandemic on already at-risk youth.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All students were assessed in the Spring after returning to on-campus instruction with the NWEA MAP Reading and Mathematics online assessment. MAP will continue to be administered each trimester to measure growth and academic performance. The ELPAC was administered to all English learners in the Spring and the data will be analyzed when we receive the results in the fall. Teachers will continue to use formative assessments to inform instruction.

Expanded summer and regular year services are being planned:
- Prioritize academic after school and summer acceleration opportunities for high need students, including learners with disabilities, at elementary and middle school levels.
- Utilize additional Math technicians to provide small groups instruction for targeted groups of students in grades 4-6
- Provide IA support for high needs students in early reading and Mathematics with additional personalized bilingual IA support for English Learners in grades TK-3 and newcomers in grades 4th- 8th.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The following proposed actions or services were implemented to meet the increased or improved services requirement:
- Teachers utilized three additional professional development days before reopening school under the distance learning model to support the planning and preparation needed to provide online learning and robust and interesting tasks that give students with unique needs the opportunities to participate and the support they need to be successful.
- Funding was utilized to provide Chromebooks, wifi hotspots, online ELA/Math programs, tech troubleshooting support and tech training for adults.
- Each site had a full-time social worker or counselor on staff who provided a wide range of mental health services and implement the tiered re-engagement strategies for chronically absent students.
- Additional personalized support for English learners, low socio economic and foster youth was provided through the district's Prevention and Intervention Coordinator for coordination of intervention services, increased instructional assistants and bilingual instructional assistants providing individual and small group support during the regular school day.
- GJUESD continued to reduce TK-3 class size beyond the 24:1 base through certificated staffing in order to more effectively personalized learning for unduplicated learners through increased time for high quality personalized instruction.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis and Reflections:

"Learning is social, emotional and academic." In multiple stakeholder sessions over the last two years, local and State Dashboard results were reviewed in a variety of stakeholder feedback sessions and through surveys. As a result of these sessions, parents, students, district staff and community members continued to identify academic and social emotional services that they felt should be refined, reduced, and/or restructured.

Based on the patterns of engagement from our initial distance learning during the spring 2020 school closure we learned that many low-income students, foster or homeless youth and English learners were less likely to participate daily in the live virtual learning sessions and access the other online learning programs. Lack of participation and engagement has led to significant learning loss for high needs groups of students. Barriers to participation and engagement included lack of connectivity, technology issues, parent/caregiver support and unfamiliarity with navigating the learning management platform. The shift to full-time online learning in the wake of the coronavirus pandemic also brought social emotional change and challenges for all of the district's 3,350+ students.

In 2019-20 and 2020-21 we were not able to assess on many of the metrics we had identified to measure our LCAP goal progress. The CalSCHLs surveys was administered annually over the last two years to 5th-8th grade students, district employees and PreK-8 parents/guardians. The survey results are providing us with great insight into areas of strength and areas that we need to strengthen.

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 learning environments

All Metrics on the new 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".

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

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- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	36,621,378.00	34,584,324.00
	0.00	0.00
AB1808	38,147.00	38,131.00
After School Education and Safety (ASES)	262,830.00	248,263.00
Base	21,106,414.00	21,351,209.00
Capital Facilites Fund	100,000.00	0.00
CVF	285,667.00	251,968.00
First Five	247,528.00	208,874.00
JPA	238,000.00	92,773.00
Lottery	232,125.00	273,690.00
Low Performing Student Block Grant	80,140.00	128,373.00
Measure K	7,500,000.00	5,764,948.00
NGSS	41,820.00	54,320.00
Other	6,500.00	20,950.00
Routine Maintenance	933,269.00	778,578.00
Special Education	66,112.00	66,647.00
State Preschool	367,188.00	378,754.00
Supplemental and Concentration	3,953,681.00	3,902,692.00
Title I	828,933.00	810,325.00
Title II	198,955.00	104,676.00
Title III	73,287.00	58,137.00
Title IV	60,782.00	51,016.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	36,621,378.00	34,584,324.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	22,349,150.00	22,460,397.00
2000-2999: Classified Personnel Salaries	5,196,729.00	5,219,483.00
4000-4999: Books And Supplies	280,620.00	311,190.00
5000-5999: Services And Other Operating Expenditures	395,379.00	156,635.00
5800: Professional/Consulting Services And Operating Expenditures	661,500.00	396,500.00
6000-6999: Capital Outlay	7,738,000.00	5,857,721.00
7000-7439: Other Outgo	0.00	182,398.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	36,621,378.00	34,584,324.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	18,328,716.00	18,539,318.00
1000-1999: Certificated Personnel Salaries	CVF	152,754.00	126,102.00
1000-1999: Certificated Personnel Salaries	First Five	160,373.00	114,032.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Block Grant	16,765.00	16,818.00
1000-1999: Certificated Personnel Salaries	NGSS	41,820.00	54,320.00
1000-1999: Certificated Personnel Salaries	Other	6,500.00	20,950.00
1000-1999: Certificated Personnel Salaries	Special Education	66,112.00	66,647.00
1000-1999: Certificated Personnel Salaries	State Preschool	223,768.00	233,973.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,660,205.00	2,691,552.00
1000-1999: Certificated Personnel Salaries	Title I	475,782.00	488,006.00
1000-1999: Certificated Personnel Salaries	Title II	198,955.00	104,676.00
1000-1999: Certificated Personnel Salaries	Title III	15,000.00	1,000.00
1000-1999: Certificated Personnel Salaries	Title IV	2,400.00	3,003.00
2000-2999: Classified Personnel Salaries	AB1808	38,147.00	38,131.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	262,830.00	248,263.00
2000-2999: Classified Personnel Salaries	Base	2,459,698.00	2,506,118.00
2000-2999: Classified Personnel Salaries	CVF	60,913.00	50,866.00
2000-2999: Classified Personnel Salaries	First Five	87,155.00	94,842.00
2000-2999: Classified Personnel Salaries	Low Performing Student Block Grant	63,375.00	111,555.00
2000-2999: Classified Personnel Salaries	Routine Maintenance	433,269.00	443,578.00
2000-2999: Classified Personnel Salaries	State Preschool	143,420.00	144,781.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,263,569.00	1,186,140.00
2000-2999: Classified Personnel Salaries	Title I	284,184.00	295,159.00
2000-2999: Classified Personnel Salaries	Title III	51,787.00	52,037.00
2000-2999: Classified Personnel Salaries	Title IV	48,382.00	48,013.00
4000-4999: Books And Supplies	Base	16,500.00	15,000.00
4000-4999: Books And Supplies	CVF	12,000.00	15,000.00
4000-4999: Books And Supplies	Lottery	232,125.00	273,690.00
4000-4999: Books And Supplies	Title I	19,995.00	7,500.00

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	Base	301,500.00	108,375.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	29,907.00	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I	48,972.00	19,660.00
5000-5999: Services And Other Operating Expenditures	Title III	5,000.00	3,600.00
5000-5999: Services And Other Operating Expenditures	Title IV	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Capital Facilites Fund	100,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	CVF	60,000.00	60,000.00
5800: Professional/Consulting Services And Operating Expenditures	Routine Maintenance	500,000.00	335,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,500.00	1,500.00
6000-6999: Capital Outlay	JPA	238,000.00	92,773.00
6000-6999: Capital Outlay	Measure K	7,500,000.00	5,764,948.00
7000-7439: Other Outgo	Base	0.00	182,398.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	25,139,728.00	25,288,741.00
Goal 2	1,388,880.00	1,324,836.00
Goal 4	10,092,770.00	7,970,747.00

* Totals based on expenditure amounts in goal and annual update sections.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$3,309,584.00	$3,179,581.00
Distance Learning Program	$1,965,166.00	$2,739,951.00
Pupil Learning Loss	$8.00	
Additional Actions and Plan Requirements	$2,400,497.00	$2,269,780.00
All Expenditures in Learning Continuity and Attendance Plan	$7,675,247.00	$8,189,312.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$227,000.00	$344,000.00
Distance Learning Program	$696,000.00	$1,546,274.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$5,000.00	$5,000.00
All Expenditures in Learning Continuity and Attendance Plan	$928,000.00	$1,895,274.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$3,082,584.00	$2,835,581.00
Distance Learning Program	$1,269,166.00	$1,193,677.00
Pupil Learning Loss	$8.00	
Additional Actions and Plan Requirements	$2,395,497.00	$2,264,780.00
All Expenditures in Learning Continuity and Attendance Plan	$6,747,247.00	$6,294,038.00

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Local Control 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	Karen Schauer Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every learner while focusing upon health and safety considerations for our children, staff, families, and the Galt community. Pre-pandemic stakeholder feedback reflected deepened personalization through a focus on social-emotional learning, wellness, and equity. Post-pandemic stakeholder input and committee efforts have resulted in reframing the whole learner and wellness focus by integrating improvement or innovation elements throughout the 2020-2021 Initial Transitional Reopening Schools model. The impact of the pandemic to date has resulted in extraordinary teamwork and sincere willingness to **G**row **A**nd **L**earn **T**ogether. The California Social and Emotional Guiding Principles will be integrated system-wide for 1) Whole Learner Development, 2) Equity Commitment, 3) Capacity Building, 4) Family and Community Partnerships, and 6) Learning and Improvement.

The school system is committed to a well-rounded and rigorous learner-centered education. The district serves 3,500 pre-kindergarten through grade eight learners at five elementary schools, one middle school and one school readiness center. Approximately 60% of learners come from socioeconomically disadvantaged homes (the percentages at our 6 schools ranging from 45%-88%). English language learners comprise 21% of the district's population (ranging from 10%-50% at our schools). 13% of our learners receive special education services. During spring 2021, in person instruction reflects 84% learners participating in a blended learning program with 16% continuing in a distance learning program.

GJUESD nurtures and nudges learners not only to achieve but personally to grow as an individual. Through the Local Control Accountability Plan (LCAP) processes, youth and adult learners express and act upon ideas and actions to identify and cultivate "pockets of excellence" into a "harvest" of improvement and innovation.

The GALT **G**row **A**nd **L**earn **T**ogether initiative is described through 2 LCAP goals:

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

Key elements of the strengths-based learner-centered initiative have been synthesized under the umbrella of Multi-Tiered Systems of Support (MTSS) to recognize that learning is social, emotional and academic.

During our continuous LCAP development and implementation, GJUESD has moved from a student-centered proficiency model to a learner-centered growth and achievement model.

Reflections: Successes

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

The GJUESD focus on "growing strong learners" through personalization and setting growth targets has resulted in academic growth for all student groups. The CalSCHLs survey administered to 5th-8th grade students, parents of children PreK-8 and all school staff has also guided our work to provide a well-rounded education that focuses on whole-child growth.

1. Mathematics Growth: The 2019 California Dashboard indicate that ALL student groups demonstrated an increase towards meeting or exceeding the standard in the area of Mathematics:

- Students with Disabilities: Increase towards standard= 24.2 Points
- All English Learners (EL)- Increase towards standard= 7.2 Points
- Latino- Increase towards standard= 4.2 Points
- Homeless- Increase towards standard= 3.7 Points
- Socioeconomically Disadvantaged- Increase towards standard= 6.1 Points
- White: Increased 12 Points
  English Learner (EL) comparisons:
- Current ELs: Increase towards standard= 10.9 points
- Reclassified ELs: Increase towards standard= 9.8 points
- English Only: Increase towards standard= 7.1 Points

2. English Language Arts (ELA) Growth: The 2019 California Dashboard indicate that several student sub-groups demonstrated a point increase towards meeting or exceeding the standard in the area of ELA:

- Students with Disabilities: Increase towards standard= 12.6 Points
- All English Learners (EL)- Increase towards standard= 5.0 Points
- Homeless- Increase towards standard= 5.1 Points
- White: Increase towards standard 4.5 Points
  English Learner (EL) comparisons:
- Current ELs: Increase towards standard 11.5 points
- Reclassified ELs: Increase towards standard 8.1 points
- English Only: Above standard Maintained 2.6 Points

3. CalSCHLs/CA Healthy Kids Surveys:

STUDENTS- <u>753</u> 5th-8th grade students completed the CHKS survey

Areas of strength were noted on the following Key Indicators

5th-6th Grade (Agree/Strongly Agree)

- Academic Motivation: 77%
- High Expectations- adults in school: 88.5%
- Social and emotional learning Supports 81%
- Feel Safe at School: 83.5%
- 5. Students treated with respect: 93%
- 6. High expectations-adults in school: 88.5%

7th-8th Grade (Agree/Strongly Agree)

- High expectations-adults in school: 72.5%
- Physical exercise (meets standards): 82%
- Adult supports: 71.5%

PARENTS- Over <u>800</u> parents completed the CalSCHLs survey

Areas of strength were noted on the following Key Indicators

Parent Involvement (Agree/Strongly Agree)
- School staff treat parents with respect- 91%
- Parents feel welcome to participate at this school- 76%
- School keeps me well-informed about school activities- 90%

Student learning environment (Agree/Strongly Agree)

This school...
- promotes academic success for all students- 88%
- treats all students with respect- 92%
- provides high quality instruction to my child- 86%
- motivates students to learn- 86%
- has high expectations for all students- 83%
- has adults who really care about students- 89%
- is a safe place for my child- 95%

STAFF- <u>315</u> school employees completed the CalSCHLs survey

Areas of strength were noted on the following Key Indicators

Student Learning Environment (Agree/Strongly Agree)

This school...
- is a supportive and inviting place for students to learn- 98%
- promotes academic success for all students- 96%
- emphasizes helping students academically when they need it- 96%
- motivates students to learn- 98%
- is a safe place for students- 98%
- gives all students equal opportunity to participate in classroom discussions or activities- 96%

Environment (Agree/Strongly Agree)

This school...
- is a supportive and inviting place for staff to work- 86%
- promotes personnel participation in decision-making that affects school practices and policies- 81%
- is a safe place for staff- 91%
- parents feel welcome to participate- 91%

Caring Relationships & High Expectations

Adults who work at this school...
- really care about every student- 94%
- listen to what students have to say- 96%
- believe that every student can be a success- 95%

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.

Despite the positive growth that 3rd-8th GJUESD students have demonstrated in Mathematics and English Language Arts, the 2019 California Department of Education (CDE) Dashboard identified student groups that demonstrated low performance. CDE requires districts to share the steps that are planned in order to address (by student group) those areas of low performance and performance gaps.

1. Mathematics Performance

The 2019 California Dashboard reported significant student groups below the blue or Green Performance Levels: All Students (Yellow), Students with Disabilities (Orange), English Learners (Yellow), Latino (Yellow) and Socioeconomically Disadvantaged (Yellow).

Steps taken to address low Mathematics performance:
- Mathematics technicians were hired to provide support to students in grades 4 - 6

- Mathematics lead teachers were hired to collaborate on best practices districtwide
- Mathematics resources were purchased for students with disabilities
- Mathematics online resources were purchased for all students
- Mathematics data based was purchased to support the use of open-ed resources and to manage and monitor student growth
- Summer program will be offered in 2021 with a priority enrollment for high needs learners with a focus on "catch-up growth"
- Extended Day will be offered in during the regular school year with a priority enrollment for high needs learners with a focus on acceleration
- District will continue to support the mentor teacher program for novice and intern special Education teachers.

2. English Language Arts Performance

The 2019 California Dashboard indicated the following student groups below the Blue/Green Performance Levels: All Students (Yellow), Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange) and English Learners (Yellow).

Steps taken to address low English Language Arts performance:
- Instructional materials were purchased for students with disabilities
- Local reading assessments were streamlined
- Literacy middle school plan in place
- Increased the support provided for newcomers
- Summer program will be offered in 2021 with a priority enrollment for high needs learners with a focus on "catch-up growth"
- Extended Day will be offered in during the regular school year with a priority enrollment for high needs learners with a focus on acceleration
- District will continue to support the mentor teacher program for novice and intern special Education teachers.

3. Participation rate for Students with Disabilities was below 95% on the mathematics and ELA CAASPP (94%)

The 2019 California Dashboard reported Performance Levels for Academic Participation and Conditions & Environment:

Steps taken to address the "below 95%" participation rate:
- Parent Advisory Committee (PAC) meeting was held to inform parents about SBAC participation and importance.
- Assistant principals attend IEP meetings to facilitate discussions regarding participation in statewide assessments. A statement was developed that administrators can share at IEP meetings of the importance of assessments.
- Special Education Teachers were provided with a PowerPoint training regarding statewide assessment participation and accommodations/ testing options for students with disabilities.

4. The 2019 California Dashboard indicates that Chronic Absenteeism increased for every student group and all student groups scored in the ORANGE (Low) Performance level

Performance Level- ORANGE
- White: 10.3% -increased 0.6%
- Hispanic: 12.4% -increased 1.3%
- Socioeconomically Disadvantaged: 14.2% -increased 1.1%

- Students with Disabilities (SWD): 17.7% -increased 1.2%
- Current English Learners (ELs): 11.5% -increased 1.2%

5. The 2019 California Dashboard indicates that Suspensions increased for 3 student groups, with the Performance levels in ORANGE (Low)

Performance Level- ORANGE
- Hispanic: 3.4% -increased .4%
- Socioeconomically Disadvantaged: 3.7% -increased 0.7%
- Students with Disabilities (SWD): 4.7% -increased 0.9%

Steps taken to decrease the Chronic Absenteeism and Suspension Rate districtwide:

The social emotional health of every learner must be made a priority and intentionally addressed. Through increased engagement, a greater sense of belonging, and culturally relevant practices, attendance will be improved and suspensions reduced. We will also monitor the number of students on track to become 'chronically absent' early in the year to improve attendance.

- Every school has a full-time social worker or counselor to support learners' social emotional wellbeing.
- Site administrators and teams are developing proactive approaches to attendance and discipline. Registered Behavior Technicians (RBTs) will also support students through the MTSS process.
- Every school has a Multi-Tiered Systems of Support (MTSS) team, comprised of administrator, teachers, mental health staff and specialists that will meet monthly to address whole learner needs in a tiered approach.
- The after school ASES programs and BFLC after school clubs will continue to support engagement, sense of belonging and build strong relationships with students.
- Listening Circles will continue to take place at all schools to engage students in decision making and to obtain input on student engagement.
- McCaffrey Middle School will develop and open a Student Wellness Center with a 1.0 FTE Opportunity Teacher.
- The District is planning a systemic approach with site-based teams implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students.
- An Arts and Mentoring Program is being explored as a Tier 2 approach through the MTSS process to serve learners in after school settings.
- Summer program will be offered in 2021 with a priority enrollment for high needs learners and include daily Social Emotional Learning (SEL) and enrichment opportunities.
- BFLC Enrichment Clubs will be offered after school during the regular school year that offer activities such as sports, VAPA, STEAM, music, etc.
- Professional Development will be hosted by SCOE to address disproportionality in suspensions.

LCAP Highlights

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

As our school community emerges from the COVID-19 pandemic, planning for whole learner experiences that accelerate students' social, emotional and academic growth is more important now than ever before.

The Galt Joint Union Elementary School District has gathered and synthesized the feedback from school community surveys and multiple stakeholder groups over the last year to develop a new 3-year strategic plan that centers on addressing the needs of the whole learner. The California Social and Emotional Guiding Principles will be integrated system-wide throughout the Galt Growing And Learning Together initiative for 1) Whole Learner Development, 2) Equity Commitment, 3) Capacity Building, 4) Family and Community Partnerships, and 6) Learning and Improvement.

A recent Learning Policy Institute report also provided a set of six design principles that are essential for creating intellectually rigorous and equitable learning settings. These principles will provide a framework for designing goals, practices, and activities to address learning during the school day and expanding student experiences after school and into the summer. The design principles include:

1. Center Relationships

2. Create a Culture of Affirmation and Belonging

3. Build from Students' Interests and Take a Whole Child Approach to Their Development

4. Engage Students' and Families' Knowledge in Disciplinary Learning

5. Provide Creative, Inquiry-Based Forms of Learning

6. Address Educator Needs and Learning

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

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
- Extended Learning afterschool and summer services that prioritize learning acceleration for learners in PreK-8.
- Expand the enrollment of our high needs learners in the district's prekindergarten program.
- Building Certificated Leadership Capacity with teachers on special assignment (TOSAs) to support educators and students in the areas of Early Reading and English Language Development (ELD).
- Utilizing a district lead NGSS teacher and site lead teachers to strengthen implementation of the New Generation Science Standards (NGSS).
- Increasing parent engagement, leadership and participation in their children's education, improve home-school communication and provide parent education.
- Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional training for staff focusing on inclusive practices and co-teaching.
- Continue to offer the current district TK-3 Transitional Bilingual Program while developing a PreK-8 Dual Language Immersion Program.
- Revisit transitional learning model progression to prepare for future continuity needs amidst changing conditions.

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

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

- Providing additional site-based administration to identify and provide support for unduplicated students for individual goal growth through ongoing monitoring of individual growth targets, assessments and services coordination as they transition from elementary to middle school to high school.
- launching a systemic social and emotional learning approach with site-based teams implementing the principles of emotional intelligence that informs how leaders lead, teachers teach, students learn, and families support students.
- Creating an art mentoring program with artists in residency and mental health experts
- Piloting the 4D Action Learning Academy. The main focus of the academy will increase the level of engagement for specific students by providing various multi-dimensional opportunities and access to global real-world learning environments.
- Sustaining a school 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, afterschool and also through field trips.
- Registered Behavior Technicians working with sites teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.

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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Numerous virtual Stakeholder Feedback sessions (DAC, DELAC, GEFA, CSEA, Board of Education, site SSCs & ELACs, etc.) and school community surveys provided direction for the district as the new 3-year LCAP was being developed. Because of the disruption of the annual LCAP update, the feedback spanned the 2019-20 and 2020-21 school year. Themes emerged from stakeholder feedback that were incorporated into the 2021-2022 LCAP. The district's Response to Comments after each of the LCAP feedback sessions in the spring further supported the revision of the draft LCAP. All LCAP feedback sessions were conducted in both English and Spanish. Late afternoon sessions were provided to support parent participation. Parent/caregiver stakeholders participating in the meetings represented all of our unduplicated learner groups including English Learners, Low socioeconomic students, Foster Youth and special education. The COVID-19 pandemic resulted in instruction being delivered through distance learning and resulted in fewer student feedback sessions such as the school Listening Circles and the McCaffrey student advisory committee

Meeting Dates
1. District Advisory Committee (DAC) Meetings & District English Learning Advisory Committee (DELAC): Priorities discussion and feedback: CalSCHLs survey, PERSONalization/ Social Emotional Learning (SEL)/Multi-tiered Systems of Support, "Learning is social, emotional and academic", Cradle to career engagement, learning, and opportunities, Resources and budget alignment. Gathered Feedback for June 2021 Summer School Program Ideas. Breakout rooms to discuss and brainstorm actions for the two new goal areas
01/11/20, 12/7/20, 02/08/21, 04/12/21, 05/10/21
2. Special Education Parent Advisory Committee (PAC): Discussion and feedback mirrored the DAC and DELAC meetings with a additional focus on meeting the needs of learners with disabilities- 01/14/20, 12/09/20, 02/10/21, 04/21/21
3. Board of Education- Regular monthly reports with feedback on LCAP goal progress
4. District-wide CalSCHLs Parent/Staff/Student Survey went out to gain insight/progress in the following areas: Personalization, Learning environment, School culture and safety, School facilities
January 2020, April 2021- included feedback on distance learning)
5. Consulted with GEFA and obtained feedback on priority actions to address learning loss and the new goal areas: 04/19/21, 05/11/21
6. Consulted with CSEA and obtained feedback on priority actions to address learning loss and the new goal areas: 04/20/21, 05/18/21
7. Superintendent responded to stakeholder response to feedback in writing and shared LCAP goal area adjustments involving district stakeholders (DAC, DELAC) 05/10/21
8. Report on LCAP progress/feedback at regular Board of Trustees meeting: 05/26/21
9. Draft LCAP and Parent Budget Summary Overview Posted on District's Website for public feedback 05/27/21/21
10. Voice, text and email Blackboard Connect messages sent out to all GJUESD families inviting them to provide LCAP feedback on our District Website: 05/27/21/21
11. LCAP Public Board Hearing: 06/16/21
12. Board of Trustees consideration for approval of the 2021-22 LCAP: 06/21/21

Considering the proposed two LCAP goals, stakeholders focused in on the question: "What is key to support learner engagement and acceleration in the short and long term?" Ideas and feedback were collected within 4 theme areas:

1.Motivation, Goal Setting, Hope Building
- Be creative about finding easy to motivate students who need the acceleration
- Each school needs to have a school-wide incentive program
- Even with restrictions on health conditions…find ways to get kids outside socially distanced, together
- Cont. with IAs for small group support (more IAs for reading groups)
- Continue with GLEE or other Home Learning Programs- add online extra curriculum for students
- Reading Coaches (at every site)
- Student access to expanded learning (include transportation)
- Mini Grants available for innovation (staff, students, families)
- IAs for math support
- Summer programs at all sites

2.SEL Supports and Opportunities: learner, staff, family
- Students need additional time to interact with peers through engaging activities (sports, clubs, art, etc.)
- SEL supports for staff- time for staff to interact, process experiences- this needs to be built into the day for staff
- Create a Student Needs Survey
- Allow children to be heard- suggestion box in class- allow for sharing
- Growth mindset intertwined with social emotional learning
- Additional Behavioral support; Positive Behavior Interventions and Support (PBIS) implementation- Registered Behavior Technicians (RBT)
- Continue listening circles
- Plan events for the family: child & Parent/caregiver
- More arts, fieldtrips and sports opportunities

3.Scheduling and Calendar Considerations: Summer/School Year
- Summer program at every site/every classroom…include enrichment
- Expanded learning opportunities need to have transportation
- Clubs should be "built into the summer program
- Jumpstart to Fall opening

4.Programs, Clubs, Interventions, Training
- BFLC clubs during the summer; include band and choir clubs
- Expand afterschool clubs at all campuses for more students to participate

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Key actions that were influenced by stakeholder input:

From feedback area #1
- Continue with IAs for small group support (more IAs for reading groups).
- Continue with GLEE or other Home Learning Programs- add online extra curriculum for students.
- Instructional Assistants for math support.
- Summer programs at all sites.

From feedback area #2: SEL Supports and Opportunities: learner, staff, family
- Yale University "RULER Training" A systemic social and emotional learning approach with site-based teams implementing the principles of emotional intelligence that informs how leaders lead, teachers teach, students learn, and families support students.
- Infuse more Art into the school experience: Healthy Hearts and Minds Mentoring Program with artists in residency and mental health experts.
- Stanford University and Genentech to pilot the 4D Action Learning Academy. The main focus of the academy will provide the learner with various multi-dimensional opportunities and access to global real-world learning environments.
- At every school, Social workers and Counselors provide mental health services, social emotional, behavior, and academic support for high-risk students by developing and implementing a Multi-Tiered System of Support (MTSS) Model to support whole learner growth as they transition from elementary to middle school to high school.

From feedback area #3
- Expanded learning opportunities with transportation.
- Clubs should be "built into the summer program.

From feedback area #4
- Expand afterschool clubs at all campuses for more students to participate.

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.

GJUESD 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. California School Dashboard (2019) data indicates the following:

- **For Mathematics**: The 2019 California Dashboard indicated 6 student groups below the Green Performance Level: Students with Disabilities (Orange), Asian (Yellow), English Learners (Yellow), Latino (Yellow), Homeless (Yellow) and Socioeconomically Disadvantaged (Yellow).

- **For English Language Arts**: The 2019 California Dashboard indicates 5 student groups below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Yellow) and Homeless (Yellow).

CAASPP Participation Rate: Participation rate on the 2019 CAASPP for Students with Disabilities was below 95% on the mathematics and ELA CAASPP (94%).

Achievement Gap: Student data indicates the COVID-19 pandemic has undone months of academic gains, widened the Achievement Gap and has left struggling learners even further behind.

Student Engagement: School MTSS teams report that student engagement and daily participation during distance learning decreased as the 2020-21 year progressed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. English Learner enrollment in Prekindergarten will increase 5% each year	***2020-21 SIS Data*** Total enrollment = 200 Total EL enrollment = 85 (43%)				***2023-24 SIS Data*** Total enrollment= 250 Total EL enrollment = 60%
2. English Learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year	***Spring 2021 SR Assessment*** - 49% of all Preschool students met all Kindergarten Readiness Benchmarks - 25% of Preschool English Learners met all Kindergarten Readiness Benchmarks				***Spring 2024 SR Assessment*** 1. 79% of all Preschool students met all Kindergarten Readiness Benchmarks 2. 60% of Preschool ELs will meet the Kindergarten Readiness Benchmarks
3. School Readiness direct services to families will increase by at least 100 families each year	***2020-21 First 5 Data*** 195 families were served				***Spring 2024 First 5 Data*** 495 families served by School Readiness
4. The number of TK-2nd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 5% each year	***DRA Spring 2021*** TK/K: 62% 1st: 58% 2nd: 59%				***DRA Spring 2024*** TK/K: 77% 1st: 73% 2nd: 74%
5. The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Math on spring MAP will increase at least 5% each year.	***MAP- MATH Spring 2021*** **Total: 1st-6th grade student groups meeting/exceeding the 60th percentile** - All students= 27% - White = 52% - Hispanic = 18% - Low SES = 17% - Students w/ Disabilities = 13% - Current English Learners = 10% - Reclassified English Learners = 24%				***MAP- MATH Spring 2024*** **Total: 1st-6th grade student groups meeting/exceeding the 60th percentile** - All students= 42% - White = 67% - Hispanic = 33% - Low SES = 32% - Students w/ Disabilities = 28% - Current English Learners = 25% - Reclassified English Learners = 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students by grade level meeting/exceeding the 60th percentile 1st = 33% 2nd = 30% 3rd = 27% 4th = 26% 5th = 25% 6th = 24% 7th = 24% 8th = 25%				**All Students by grade level meeting/exceeding the 60th percentile** 1st = 48% 2nd = 45% 3rd = 42% 4th = 41% 5th = 40% 6th = 39% 7th = 39% 8th = 40%
6. 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.	_**MAP- READING Spring 2021**_ **Total: 1st-6th grade student groups meeting/exceeding the 60th percentile** - All students = 34% - White = 46% - Hispanic = 26% - Low SES = 26% - Students with Disabilities = 16% - Current English Learners = 15% - Reclassified English Learners = 37% **All Students by grade level meeting/exceeding the 60th percentile** 1st = 31% 2nd = 28% 3rd = 35% 4th = 44% 5th = 38% 6th = 36% 7th = 28% 8th = 29%				_**MAP- READING Spring 2024**_ **Total: 1st-6th grade student groups meeting/exceeding the 60th percentile** - All students = 49% - White = 61% - Hispanic = 41% - Low SES = 41% - Students with Disabilities = 31% - Current English Learners = 30% - Reclassified English Learners = 52% **All Students by grade level meeting/exceeding the 60th percentile** 1st = 46% 2nd = 43% 3rd = 50% 4th = 59% 5th = 53% 6th = 51% 7th = 43% 8th = 44%
7. On the CA School Dashboard, all student groups will demonstrate at least a 10-point increase in meeting distance from standard in Mathematics.	_**Fall 2019 CA Dashboard**_ - **All students**: YELLOW; 25.8 points below standard; Increased 6.6 Points				_**Fall 2024 CA Dashboard**_ - **All students**: GREEN; 4.2 points above standard - **White:** BLUE; 23.6 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- White: GREEN; 6.4 points above standard; Increased 12 points **-Hispanic**: YELLOW; 4.5 points below standard; Increased 4.2 Points **- Socioeconomically Disadvantaged**: YELLOW; 46.6 points below standard; Increased 6.1 Points **- Students w/ Disabilities**: ORANGE; 95.5 points below standard; Increased 24.2 **- All English Learners**: YELLOW; 63.9 points below standard; Increased 7.2 points ****EL Comparisons**** **- Current English Learners**: 84.2 points below standard; Increased 10.9 Points **- Reclassified English Learners**: 39.1 points below standard; Increased 9.8 Points **- English Only:** 9.6 points below standard**;** Increased 7.1 points				**- Hispanic**: GREEN; 14.5 points below standard **- Socioeconomically Disadvantaged**: GREEN; 16.6 points below standard **- Students w/ Disabilities**: YELLOW; 65.5 points below standard **- All English Learners:** GREEN; 33.9 points below standard ****EL Comparisons**** - Current English Learners: 54.2 points below standard **- Reclassified English Learners:** 9.1 points below standard **- English Only:** 21 points above standard
8. 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	***Fall 2019 CA Dashboard*** **- All students**: YELLOW; 3.9 points below standard; Maintained 2.8 Points **- White**: GREEN; 22.5 points above standard; Increased 4.5 points **- Hispanic**: ORANGE; 20.3 points below standard; Maintained 1.9 points				***Fall 2024 CA Dashboard*** **- All students:** GREEN; 26.1 points above standard **- White**: BLUE; 52.5 points above standard **- Hispanic**: GREEN; 10 points above standard **- Socioeconomically Disadvantaged**: GREEN; 5.5 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Socioeconomically Disadvantaged: ORANGE; 24.5 points below standard; Maintained 2.9 points **- Students w/ Disabilities**: ORANGE; 77.3 points below standard; Increased 12.6 points **- All English Learners**: YELLOW; 41.6 points below standard; Increased 5 points **EL Comparisons** **- Current English Learners**: 72.7 points below standard; Increased 11.5 points **- Reclassified English Learners:** 3.5 points below standard; Increased 8.1 points **- English Only:** 10.9 points above standard; Maintained 2.6 Points				**- Students w/ Disabilities**: YELLOW; 47.3 points below standard **- All English Learners**: GREEN; 1.6 points below standard **EL Comparisons** **- Current English Learners**: 42.7 points below standard **-Reclassified English Learners:** 26.5 points above standard **- English Only:** 40.9 points above standard
9. The participation rate of 3rd-8th grade Students with Disabilities (SWD) taking the Math & ELA CAASPP will meet or exceed 95%	***Fall 2019 CA Dashboard*** ELA SWD Participation Rate= 94% Math SWD Participation Rate= 94%				***Fall 2024 CA Dashboard*** ELA & Math SWD participation rate = 95% or greater
10. English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 7% on the CA State Dashboard each year	***Fall 2019 CA Dashboard*** English Learner Progress = 48.1% (Medium)				***Fall 2024 CA Dashboard*** English Learner Progress = 69.1% or greater
11. District English Learner reclassification rate will increase at least 3% each year	***2019-20 District Data*** R-FEP Rate = 7%				***2023-24 District Data*** District R-FEP rate = 16% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12. 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%				***2023- 24 District Data*** Maintained 100%
13. Students utilizing technological resources in order to support academic growth will be maintained at 100%	***2020-21 District Data*** Utilizing technological resources= 100%				***2023-24 District Data*** Maintained 100%
14. Misassignments of teachers will remain at 0.	***2020-21 CALPADS*** Misassignments 0				***2023-24 CALPADS*** Misassignments 0
15. 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%.	***2020-21 CALPADS*** Employee Evaluation= 100%				***2023-24 CALPADS*** Maintained 100%
16. 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%				***2023-24 District Data*** Maintained at 100%
17. 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	***2020-21 District Data*** Representation at 100% of all stakeholder meetings= 100%				***2023-24 District Data*** Maintained at 100%
18. At least 5 opportunities for stakeholder participation and	***2020-21 District Data*** Stakeholder participation= 100%				***2023-24 District Data*** Maintained at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish.					
19. Parent CalSCHLS survey will be completed by a minimum of 750 families with an increase of 10% each year	***2021 CalSCHLS Parent Survey*** Responses = 843				**2023-24 CalSCHLS Data** Parent Survey Responses = 1,030 or greater
20. Student access to Arts Integrated Education (AIE) will be maintained at 100% (CA Arts Standards	***2020-21 District Data*** Access to Arts Integrated Education = 0				**2023-24 District Data** Maintained at 100%
21. Parent use of SIS Parent Portal will increase 10% annually	***2020-21 SIS Data*** Use of SIS Parent Portal= 0				**2023-24 SIS Data** Parent use of SIS Parent Portal= 95%
22. Williams Facilities Complaints will be maintained at ZERO (0).	**2020-21 State Data** Complaints= zero (0)				***2023-24 State Data*** Maintained at zero (0) complaints
23. Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	***2020-21 FIT Reports*** Greer- FAIR Valley Oaks- FAIR River Oaks- FAIR Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR				***2023-24 FIT Reports*** All district Facilities will be maintained at "GOOD"
24. Meeting/exceeding of federal nutrition guidelines on school menu will be maintained with Zero (0) meals "disallowed".	***2020-21 Food Service Data*** Zero (0) meals disallowed				***2023-24 Food Service Data*** Maintained with Zero (0) meals "disallowed".

Actions

Action #	Title	Description	Total Funds	Contributing
1	Pre-Kindergarten Program	Prioritize the enrollment of English learners, low socio-economic, foster and learners with special needs in the 3-4-year-old preschool program.	$1,393,395.00	Yes
2	School Readiness Services	Fairsite provides direct services to high needs families through a comprehensive School Readiness and home visitation program (health screenings, parent education, literacy, Academic Parent Teacher Teams-APTT, enrichment opportunities, etc.).	$296,763.00	Yes
3	District-wide Prevention and Intervention	Enhance coordination of special education services and early preventative practices such as a comprehensive prekindergarten program, full inclusion, dual language immersion and parent involvement.	$128,205.00	Yes
4	High Quality Certificated TK-8 staffing	Attract and retain TK-8 Certificated staffing for regular education and special education classrooms.	$17,420,947.86	No
5	Specialized Certificated Support	Provide specialized support for newly hired teachers 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.	$228,729.00	Yes
6	Administrative Staffing for Instructional Quality	Continue school administration staffing to prioritize a high-quality instructional program at the school and district level.	$1,728,070.00	No
7	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. 4-5 additional primary grade teachers will be hired to keep TK-2 classes at 20 or fewer students for 2021-22 to accelerate learning due to the interrupted schooling caused by the COVID-19 pandemic.	$1,643,063.00	Yes
8	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.	$136,857.00	Yes
9	Extended Learning Time Afterschool and Summer	Prioritize academic after school and summer acceleration opportunities for high need students, including learners with disabilities, at elementary and middle school levels.	$1,506,100.00	Yes
10	Instructional Assistant (IA) Support	Provide IA support for high needs students in early reading and Mathematics with additional personalized bilingual IA support for English Learners in grades TK-3 and newcomers in grades 4th- 8th.	$983,087.00	Yes
11	Mainstreaming and Inclusive Practices	Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional coaching & training for staff focusing on inclusive practices and co-teaching.	$1,373,453.00	No

Action #	Title	Description	Total Funds	Contributing
12	Bilingual Education & Dual Language Immersion Development	Continue to offer the current district TK-3 Transitional Bilingual Program while developing a PreK-8 Dual Language Immersion Program.	$458,087.00	Yes
13	Prevention of Long-term English Learners	Maximize services for English learners through a combination of direct instruction and educator support with specific focus on grade 4th-6th newcomers as well as English Learners at the middle school level. An ELD Teacher On Special Assignment (TOSA) will support the prevention and intervention services.	$193,761.00	Yes
14	Academic Conferencing	Continue to hold academic conferences with grade level teams to analyze, review and use student data, deliver coordinated professional learning with content connections for MTSS, and plan for strategic/intensive supports. An Academic TOSA will support data analysis and planning for equitable student practices.	$181,704.00	Yes
15	Building Leadership Capacity	Continue to build NGSS leadership capacity and explore environmental opportunities at the Cosumnes River Preserve. Teacher leaders will support the implementation of NGSS learning sequences.	$40,593.00	No
16	Early Reading Acceleration	Support the acceleration of early literacy with planning, instructional delivery, co-teaching, modeling and collaboration with Literacy Lead Teachers at every elementary school to address the achievement gap that was widened during the COVID-19 pandemic.	$50,000.00	Yes
17	Professional Learning	Certificated and classified staff participate in varied professional learning events to guide the work with content standards, student engagement, parent involvement and equitable classroom practices. Particular attention will be provided to new teachers as well as providing guidance and support to all teachers teaching in a new grade level.	$100,000.00	Yes
18	Home Learning Academy	Blended Learning Academy provides in-person and online learning for students, enrichment opportunities, and a learning hub for academic support.	$155,363.00	No
19	Core Curriculum Sufficiency	Continue to ensure that all students have access to materials aligned to CA content standards and that all teachers have the needed instructional resources.	$183,705.00	No
20	Supplemental Curriculum & Resources for High Needs Learners	Increase equity and access to resources for English learners, low income, homeless and foster youth.	$30,000.00	Yes
21	Supplemental Curriculum & Resources for Special Education	To increase equity and access for learners receiving special education services continue to purchase, develop and implement supplemental curriculum and resources aligned to content standards.	$1,248,262.00	No

Action #	Title	Description	Total Funds	Contributing
22	Online Learning Courseware	Continue to support the use of online learning courseware to support individual student learning pathways with a focus on reading and mathematics. Ensure access to blended learning opportunities and well as support online assessment platforms to monitor programs and measure student progress.	$198,500.00	Yes
23	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 insure availability of Wi-Fi for students with little or no internet access at home.	$275,267.00	Yes
24	Parent Engagement & Leadership Development	Increase parent engagement & leadership development and participation in their children's education, improve home-school communication and provide parent education for College and Career Readiness, CTE and Art education.	$310,547.00	Yes
25	Additional Transportation Services	Provide transportation support services to increase student access for additional middle school route, extended day, summer learning opportunities.	$41,776.00	Yes
26	On-going Facilities Repairs	On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines. Continue to address the impactful projects prioritized in the Facilities Master Plan and begin to address long-term building needs.	$1,764,000.00	No
27	District Nutrition Program	School Meal Program available to all students and free to students who qualify for free/reduced lunch shall meet all Federal Nutrition Guidelines.	$1,565,275.00	No
28	Art Integrated Education	Artist Residencies include a professional artist working with a teacher in lesson planning and teaching California Arts Standards which align with core academics. The artist provides 4-6 arts sessions with the teacher and the class. Visual arts, Dance, and Theatre arts are a few of the art forms available. The artists model and include SEL, youth development, and CTE engagement and culturally relevant best practices.	$28,000.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	**Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of 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) 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: The 2019 California Dashboard indicates that Chronic Absenteeism increased for every significant sub group and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance at all schools is below 95%.

Suspensions: The 2019 California Dashboard indicates that Suspensions increased for most high needs sub groups and those subgroups scored in the ORANGE (Low) Performance level.

On the most recent CalSCHLS grades 5-8 student Survey:
39% of middle school students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only 24% reported "meaningful participation" pretty much or very much true.
Approximately 42.5% of elementary students reported having "Meaningful Participation" pretty much or very much true.

Social Emotional Learning: 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.

School Closure/Distance Learning: The COVID-19 pandemic has exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Overall daily District attendance will be maintained at 96% or greater	**2018-19 CALPADS:** District Average Daily Attendance (ADA)= 95.2%				**2018-19 CALPADS:** District ADA= 96% or greater
2. Chronic Absenteeism will decrease by 1% or greater for every student subgroup	**2019 CA Dashboard**: - **All students**: ORANGE 11.6%; Increased 0.9% - **White**: ORANGE 10.3%; Increased 0.6% - **Hispanic**: ORANGE 12.4%; Increased 1.3% - **Socioeconomically Disadvantaged**: ORANGE 14.2%; Increased 1.1% - **Students w/ Disabilities:** ORANGE 17.7%; Increased 1.2% - **English Learners:** ORANGE 11.5%; Increased 1.2%				**2024 CA Dashboard:** - **All students**: GREEN; 8.6% - **White:** GREEN 7.3% - **Hispanic:** GREEN 9.4% - **Socioeconomically Disadvantaged**: GREEN 11.2% - **Students w/ Disabilities:** GREEN 14.7% - **English Learners:** GREEN 8.5%
3. The suspension rate will decrease by 1% or greater for every student subgroup	**2019 CA Dashboard:** - **All students:** ORANGE 3%, Increased 0.3% - **White:** YELLOW 2.4%, Maintained -0.1% - **Hispanic:** ORANGE 3.4%, Increased 0.4% - **Socioeconomically Disadvantaged:** ORANGE 3.7%, Increased 0.7% - **Students w/ Disabilities:** ORANGE, 4.7% Increased 0.9% - **English Learners:** GREEN 1.8%, Declined 0.6%				**2024 CA Dashboard:** - **All students:** GREEN 1.5% - **White:** GREEN 2% - **Hispanic:** GREEN 1.5% - **Socioeconomically Disadvantaged:** GREEN 1.5% - **Students w/ Disabilities:** GREEN, 1.7% - **English Learners:** GREEN .5%
4. The expulsion rate will decrease by 0.1% or greater for every subgroup	**2020-21 District Data** - **All students:** 0 - **White:** 0 - **Hispanic**: 0 - **Socioeconomically Disadvantaged:** 0				**2023-24 District Data** - **All students:** 0 - **White:** 0 - **Hispanic**: 0 - **Socioeconomically Disadvantaged:** 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- Students w/ Disabilities:0 **- English Learners**: 0				**- Students w/ Disabilities**:0 **- English Learners**: 0
5. 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 **- Students w/ Disabilities**: 0 **- English Learners:** 0				**2023-24 District Data** **- All students:** 0 - White: 0 - Hispanic: 0 - **Socioeconomically Disadvantaged:** 0 **- Students w/ Disabilities**: 0 **- English Learners:** 0
6. Percentage of **parents** responding Agree/Strongly Agree on the annual CalSCHLs Survey will increase at least 5% in areas that are below 85%	**2021 CalSCHLS Parent Survey Data** This School... actively seeks the input of parents before making important decisions. Elementary= 73% Middle= 66% promotes academic success for all students. Elementary= 88% Middle= 86% motivates students to learn. Elementary= 90% Middle= 77% provides quality counseling or other ways to help students with social or emotional needs. Elementary= 60% Middle= 63% has adults who really care about students. Elementary= 92% Middle= 76% is a supportive and inviting place for students to learn. Elementary= 93% Middle= 81%				**2024 CalSCHLS Parent Survey Data** Percentage of parents responding Agree/Strongly Agree on ALL responses on the annual CalSCHLs Survey is at 85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	is a safe place for my child. Elementary= 97% Middle= 89% promotes respect of all cultural beliefs and practices. Elementary= 71% Middle= 63%				
7. Percentage of **students** in grades 5-8 responding "Yes", most OR all of the time" on the annual CA Healthy Kids Survey (CHKS) will increase at least 5% each year in areas that are below 85%	**2021 CHKS Data** School Connectedness: 5th= 74% 6th= 77% 7th= 63% 8th 60% Academic Motivation: 5th= 77% 6th= 77% 7th= 63% 8th= 60% Caring Adult Relationships: 5th= 78% 6th= 77% 7th= 67% 8th= 59% Meaningful Participation: 5th= 39% 6th= 46% 7th= 27% 8th= 21% Social and Emotional Learning Supports: 5th= 79% 6th= 83% Feel Safe at School: 5th= 84% 6th= 83% 7th= 69% 8th 64% Experienced Sadness: 5th= 17% 6th= 17% 7th= 40% 8th= 37%				**2024 CHKS Data** Percentage of students in grades 5-8 responding "Yes, most OR all of the time" for <u>ALL responses</u> on the annual CalSCHLs Survey will be at 85% or higher
8. At least 65% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated	**2021-22 District Demographic Data** - Summer Program: District= 61.5%				**2023-24 District Demographic Data** - Summer Program: District= 65% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students' group (Low SES, EL, foster)	GES- 30% VO- 91% RO- 67.6 LC- 40.4% MRE- 49% MMS- 91% - Extended Day: 0% (TBD)				GES- 65% VO- 91% RO- 67.6 LC- 60.4% MRE- 49% MMS- 91% - Extended Day: 65% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Strengths-based Education	Support employees, parents and students in using strengths-based talent information and motivation data to address whole child social emotional learning and motivation. Expand opportunities for our unduplicated learners through SEL, strengths-based learning/ and youth development opportunities and training for staff.	$120,144.00	Yes
2	Support for high needs students for individual goal growth	Sustain additional site-based administration to identify and provide support for unduplicated students for individual goal growth through ongoing monitoring of individual growth targets, assessments and services coordination as they transition from elementary to middle school to high school. Target wrap-around support services for unduplicated students and their families with the transition from elementary to middle school.	$573,416.00	Yes
3	Mental Health Counselling Services	Sustain a Social Worker or 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 wellbeing will also continue to be supported with a School Resource Officer (SRO) with a focus on prevention. The SRO may meet with and counsel troubled students, refer students to outside social services as necessary, participate in parent conferences and play a role in reducing chronic absenteeism.	$841,631.00	Yes
4	Expanded Learning and Enrichment	Bright Future Learning Centers are used daily by students as learning hubs and offer a variety of expanded learning and culturally relevant enrichment opportunities and clubs (sports, music, arts, STEAM, etc.) aligned to	$662,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students' personalized learning goals and the California Social Emotional Learning Principles.		
5	Multi-Tiered Systems of Support (MTSS)	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, Positive Interventions and Supports (PBIS) and school & community collaboration are key elements.	$1,581,863.00	Yes
6	Positive Behavior Interventions and Supports (PBIS)	Registered Behavior Technicians (RBTs) will consult with site PBIS teams to increase the integrity and effectiveness of the campus PBIS. With guidance from the Behavior Analyst, RBTs will work with teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.	$80,000.00	No
7	Increase Learner Engagement Through Applied Learning	Disengaged and at-risk intermediate students at Valley Oaks and Greer Elementary will participate in individual academic mentoring, receive social emotional support and experience Career Technical Education (CTE) by extending the instructional day under the guidance of certificated staff (4-D Action Learning).	$260,000.00	No
8	Equity and Social Emotional Intelligence:	Through a partnership with SCOE and Yale University, school-based teams will receive coaching and participate in a systemic approach to implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students. (Yale RULER Training)	$64,000.00	No
9	Student Arts & Mentoring Program	MTSS Tier 2 support: Focus on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other well-documented effects of the COVID- 19 pandemic on already at-risk youth (Healthy HeARTS and Minds).	$99,000.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.82%	2091

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Actions: 1.14, 2.2
Individual Goal Growth
GJUESD will sustain site-based certificated administration levels for Personalized Learning (PL) implementation. PL Administrators at each school will continue instructional leadership efforts with responsive support to define, implement and innovate systems personalization efforts to improve outcomes for English learners, low socio- economic and foster youth in grades TK-8. PL Administrators will accomplish this though 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. An Academic Teacher On Special Assignment (TOSA) will further support personalization efforts through increased use of formative student assessment data during academic conferences and in the MTSS process. 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. In 2019, 55% of learners met or exceeded their growth targets in Reading and 54% met or exceeded their growth targets in Math.

Actions: 1.2, 1.8, 1.25, 1.21, 2.3
Mental Health, Social Emotional Learning & Academic Supports
Personal goal growth is further supported for our unduplicated learners as they transition from Pre-K to elementary to middle school to high school. Two early childhood home visitors in Pre-K, social workers/counselors in every school TK-8 and the broader implementation of the AVID college pathway program at middle school will provide targeted social emotional, behavior, language and academic supports to high needs students and families. Improving school attendance is also supported by providing transportation that is principally directed towards meeting the transportation needs of our unduplicated learners. Research validates the positive effects these strategic positions and

services have on the social-emotional and academic success of these high needs learners. The 2019 CA Dashboard reported a slight decrease in the district suspension rate but increased chronic absenteeism (all subgroups at the ORANGE performance level)

Actions: 1.9, 2.4
Expanded Learning
All schools reported an increase in the number of unduplicated learners during the COVID-19 pandemic that were identified as non-participating or disengaged during distance learning. This increases the need to offer a variety of enrichment and Social Emotional Learning (SEL) after school clubs and activities as the sites return to the traditional instructional model. To further support the social emotional and academic needs of our high needs learners, certificated and classified personnel will provide afterschool and summer academies, homework clubs and small group interventions.   These are all programs that have been proven to support learning and academic success. Increasing access to these expanded learning opportunities is accomplished by providing transportation that is principally directed towards meeting the needs of our unduplicated learners. These are proven effective practices because studies have shown that high quality expanded learning programs link to student achievement. 1,210 learners participated in extended learning opportunities in the Bright Future Learning Centers during the 2018-19 school year and into the summer.

Actions: 1.1, 1.2, 1.7, 1.10, 1.16
Early Literacy and Mathematics Support: TK-3 Class Size, Lead Teachers, Instructional Assistants, Bilingual Instructional Assistants
Our spring 2019 District Reading Assessment data shows that 60% of third grade students met grade level benchmarks. We have increased our Pre-kindergarten services to provide a comprehensive school readiness program to support families and high needs learners ages 0-5. Services include preschool, playgroups, parenting education, family literacy and comprehensive screenings. We will continue to reduce TK-3 class size beyond the 24:1 base through certificated staffing in order to more effectively address the "COVID learning Gap" that was created through instruction only being provided remotely through distance learning from March 2020 to March 2021.   For the 2021-22 school year, the class sizes in TK-2 will be further reduced to 20 or less students. 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. Early Literacy Lead Teachers will also support the classroom teachers in the acceleration of foundational reading with co-planning and modelling of lessons. 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. Math Technicians will also provide additional targeted support to students in grades 4-6. Pre-kindergarten services, class size reduction and additional instructional assistant support have proven to be effective practices that increase achievement of unduplicated learners. 2019 CAASPP results demonstrated overall improvement for ELA and Mathematics in grades 3-8.

Actions: 1.3, 1.12, 1.13
Dual Language Learning and the Prevention of Long-Term English Learners
Targeted prevention and intervention services for English learners will be increased through a combination of direct instruction and educator support. The current academic and language support for Spanish-speaking TK-3 learners in the district's TK-3 Transitional Bilingual Program will continue and we will continue planning for the future implementation of a PreK-8 Dual Language Immersion Program.   An ELD Teacher On Special Assignment (TOSA), will focus on the Prevention of long-Term English Learners through a combination of direct

instruction and educator support, with specific focus on grades 4th-6th newcomers.   Two additional sections of ELD and bilingual instructional assistants at the middle school will also focus on academic needs of newcomer students.

Actions: 1.17, 1.5, 1.14
Professional Development & Targeted Support for the unduplicated student group
As our certificated staff will continue to strive to increase engagement through equity, access and academic rigor in all classrooms and other learning spaces, we will continue to develop and implement varied school year and summer professional growth opportunities. With the focus on improving successful access to the core content for our unduplicated learners, certificated and classified staff will participate in varied professional learning events to guide the work with content standards, student engagement, parent involvement and equitable classroom practices. Targeted support will also be provided for newly hired teachers with an emphasis on building inclusive practices by providing each school with Resource Specialist Program teachers. Research supports the creation of effective professional learning systems to bolster teaching quality and student achievement. In 2019 100% of GJUESD educators received training to develop ELD and NGSS lessons and implement the CCSS.

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 will receive $4,880,069 in the supplemental and concentration portion of the LCFF supporting our 16.82% unduplicated learners. The GJUESD's foundational strategies include a system for personalization for high quality learning through equity, excellence, engagement and innovation. Personalization efforts tailor learning to each learner's strengths, needs, culture and interests including the learner's voice and choice in what, how, when and where they learn. 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 personalized learning growth accomplishments.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$21,617,969.22	$9,052,079.74	$933,069.99	$6,343,211.91	$37,946,330.86

Totals:	Total Personnel	Total Non-personnel
Totals:	$32,978,887.86	$4,967,443.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Students with Disabilities English Learners, Low SES, Foster	Pre-Kindergarten Program		$805,413.00	$184,296.00	$403,686.00	$1,393,395.00
1	2	English Learners Foster Youth Low Income	School Readiness Services	$42,746.00		$254,017.00		$296,763.00
1	3	English Learners Foster Youth Low Income	District-wide Prevention and Intervention	$60,000.00	$8,205.00		$60,000.00	$128,205.00
1	4	All	High Quality Certificated TK-8 staffing	$12,317,282.22	$3,470,008.74	$146,584.99	$1,487,071.91	$17,420,947.86
1	5	English Learners Foster Youth Low Income	Specialized Certificated Support	$178,729.00			$50,000.00	$228,729.00
1	6	All Students with Disabilities	Administrative Staffing for Instructional Quality	$1,728,070.00				$1,728,070.00
1	7	English Learners Foster Youth Low Income	Class Size Reduction	$1,279,653.00	$363,410.00			$1,643,063.00
1	8	English Learners Foster Youth Low Income	AVID Program at Middle School	$136,857.00				$136,857.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	All Students with Disabilities English Learners, Foster Low SES	Extended Learning Time Afterschool and Summer		$1,506,100.00			$1,506,100.00
1	10	English Learners Foster Youth Low Income	Instructional Assistant (IA) Support	$547,167.00	$115,562.00		$320,358.00	$983,087.00
1	11	Students with Disabilities	Mainstreaming and Inclusive Practices	$39,085.00	$679,924.00		$654,444.00	$1,373,453.00
1	12	English Learners	Bilingual Education & Dual Language Immersion Development	$449,305.00	$8,782.00			$458,087.00
1	13	English Learners	Prevention of Long-term English Learners	$42,398.00			$151,363.00	$193,761.00
1	14	English Learners Foster Youth Low Income	Academic Conferencing	$36,341.00			$145,363.00	$181,704.00
1	15	All	Building Leadership Capacity				$40,593.00	$40,593.00
1	16	English Learners Foster Youth Low Income	Early Reading Acceleration				$50,000.00	$50,000.00
1	17	English Learners Foster Youth Low Income	Professional Learning		$25,000.00		$75,000.00	$100,000.00
1	18	All	Home Learning Academy				$155,363.00	$155,363.00
1	19	All	Core Curriculum Sufficiency		$183,705.00			$183,705.00
1	20	English Learners Foster Youth Low Income	Supplemental Curriculum & Resources for High Needs Learners	$10,000.00			$20,000.00	$30,000.00
1	21	Students with Disabilities	Supplemental Curriculum & Resources for Special Education	$1,248,262.00				$1,248,262.00
1	22	English Learners Foster Youth Low Income	Online Learning Courseware	$66,500.00			$132,000.00	$198,500.00
1	23	All	Access to Technology	$30,467.00			$244,800.00	$275,267.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	24	English Learners Foster Youth Low Income	Parent Engagement & Leadership Development	$133,518.00		$136,172.00	$40,857.00	$310,547.00
1	25	English Learners Foster Youth Low Income	Additional Transportation Services	$29,776.00		$12,000.00		$41,776.00
1	26	All	On-going Facilities Repairs	$1,264,000.00	$500,000.00			$1,764,000.00
1	27	All	District Nutrition Program				$1,565,275.00	$1,565,275.00
1	28	All	Art Integrated Education				$28,000.00	$28,000.00
2	1	English Learners Foster Youth	Strengths-based Education	$110,144.00			$10,000.00	$120,144.00
2	2	English Learners Foster Youth Low Income	Support for high needs students for individual goal growth	$573,416.00				$573,416.00
2	3	English Learners Foster Youth Low Income	Mental Health Counselling Services	$621,797.00			$219,834.00	$841,631.00
2	4	English Learners Foster Youth Low Income	Expanded Learning and Enrichment	$334,968.00	$250,000.00		$77,799.00	$662,767.00
2	5	English Learners Foster Youth Low Income Low income, Eng Learners, Foster	Multi-Tiered Systems of Support (MTSS)	$337,488.00	$1,135,970.00		$108,405.00	$1,581,863.00
2	6	Students with Disabilities Low income, Eng Learners, Foster	Positive Behavior Interventions and Supports (PBIS)				$80,000.00	$80,000.00
2	7	EL, Low SES, Foster	Increase Learner Engagement Through Applied Learning			$200,000.00	$60,000.00	$260,000.00
2	8	Students with Disabilities ELs, SED, foster	Equity and Social Emotional Intelligence:				$64,000.00	$64,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	Students with Disabilities ELs, Low SES, Foster	Student Arts & Mentoring Program				$99,000.00	$99,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,990,803.00	$8,760,900.00
LEA-wide Total:	$4,361,895.00	$7,869,193.00
Limited Total:	$628,908.00	$891,707.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	School Readiness Services	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fairsite Preschool Prekindergarten	$42,746.00	$296,763.00
1	3	District-wide Prevention and Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	$128,205.00
1	5	Specialized Certificated Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$178,729.00	$228,729.00
1	7	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,279,653.00	$1,643,063.00
1	8	AVID Program at Middle School	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School	$136,857.00	$136,857.00
1	10	Instructional Assistant (IA) Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$547,167.00	$983,087.00
1	12	Bilingual Education & Dual Language Immersion Development	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Oaks, River Oaks	$449,305.00	$458,087.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	13	Prevention of Long-term English Learners	LEA-wide	English Learners	All Schools	$42,398.00	$193,761.00
1	14	Academic Conferencing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,341.00	$181,704.00
1	16	Early Reading Acceleration	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00
1	17	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00
1	20	Supplemental Curriculum & Resources for High Needs Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$30,000.00
1	22	Online Learning Courseware	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,500.00	$198,500.00
1	24	Parent Engagement & Leadership Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,518.00	$310,547.00
1	25	Additional Transportation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,776.00	$41,776.00
2	1	Strengths-based Education	LEA-wide	English Learners Foster Youth	All Schools	$110,144.00	$120,144.00
2	2	Support for high needs students for individual goal growth	LEA-wide	English Learners Foster Youth Low Income	All Schools	$573,416.00	$573,416.00
2	3	Mental Health Counselling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$621,797.00	$841,631.00
2	4	Expanded Learning and Enrichment	LEA-wide	English Learners	All Schools	$334,968.00	$662,767.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	**5**	Multi-Tiered Systems of Support (MTSS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$337,488.00	$1,581,863.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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:

- o **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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	Agenda Item: 202.212 Board Consideration of Approval of Galt Joint Union Elementary School District 2021-22 Budget
Presenter: Lois Yount	Action Item: XX Information Item:

The Fiscal Services team has prepared the 2021-22 budget for your review. This budget reflects projections based on the May Revise. Carryover from fiscal year 2020-21 and adoption of the State budget may change these projections. Substantial changes will require budget revisions brought to the Board for approval in August.

Assumptions that impact the 2021-2022 budget and multi-year financial analysis:
- Cost of Living Adjustment (COLA)
  - 21-22 – 4.01%
  - 22-23 – 2.48%
  - 23-34 – 3.11%
- Additional One Time Funds
  - ESSER II - $3,434,656
  - ESSER III - $7,692,104
  - In Person Learning Grant - $1,078,188
  - Expanded Learning Grant - $2,375,007
- STRS employer contribution increase to 16.92% in 21-22
- PERS employer contribution increase to 22.91% in 21-22
- Revenue decreased in 22-23 due to declining enrollment
- $499,289 James B. McClatchy Foundation in 21-22
- 3% routine repair and maintenance
- Unduplicated Pupil Percentage increase to 63.32% in 21-22
- Cafeteria Fund deficit is budgeted for $139,234 in 21-22

Unrestricted Reserve Levels:
- 20-21 = 9.82%
- 21-22 = 15.53%
- 22-23 = 9.43%
- 23-24 = 4.23%

Assumptions not in the budget:
- Possible Mega COLA (additional 1.07%)
- Restructure of Classified Salary Schedule Due to Minimum Wage Increase

2021-22 Adopted Budget

June 2021

Budget Assumptions Based on the May Revise

- COLA 4.01% in 21-22

- STRS increase of .77% in 21-22

- PERS increase of 2.21% in 21-22

- Decrease in revenue beginning 22-23 due to declining enrollment

- $499,289 James B. McClatchy in 21-22

- Unduplicated Pupil Percentage increase to 63.32% in 21-22

Increased Staff and Services

▶ Instructional Assistants

▶ June Summer Program

▶ After School Extended Day Services 21-22

▶ Teachers on Special Assignment

▶ Increased teaching staff in primary grade levels

▶ Stipends for lead teachers

▶ Social Emotional Services and Programs

Cost Of Living Adjustment (COLA)

Year	Increase
2021-2022	4.01%
2022-2023	2.48%
2023-2024	3.11%

LCFF Funding Factors

Grade Span	Per ADA With Mega COLA 5.07%	20% Supplemental Grant	50% Concentration Grant- UPP Above 55%
K-3	$8,934	$1,787	$4,467
4-6	$8,214	$1,643	$4,107
7-8	$8,458	$1,692	$4,229

Unrestricted Reserve Levels

Year	Reserve
2020-2021	9.82%
2021-2022	15.53%
2022-2023	9.43%
2023-2024	4.23%

Projected Revenues

$2,627,180.00

$4,019,263.00

$10,023,874.00

$34,156,264.00
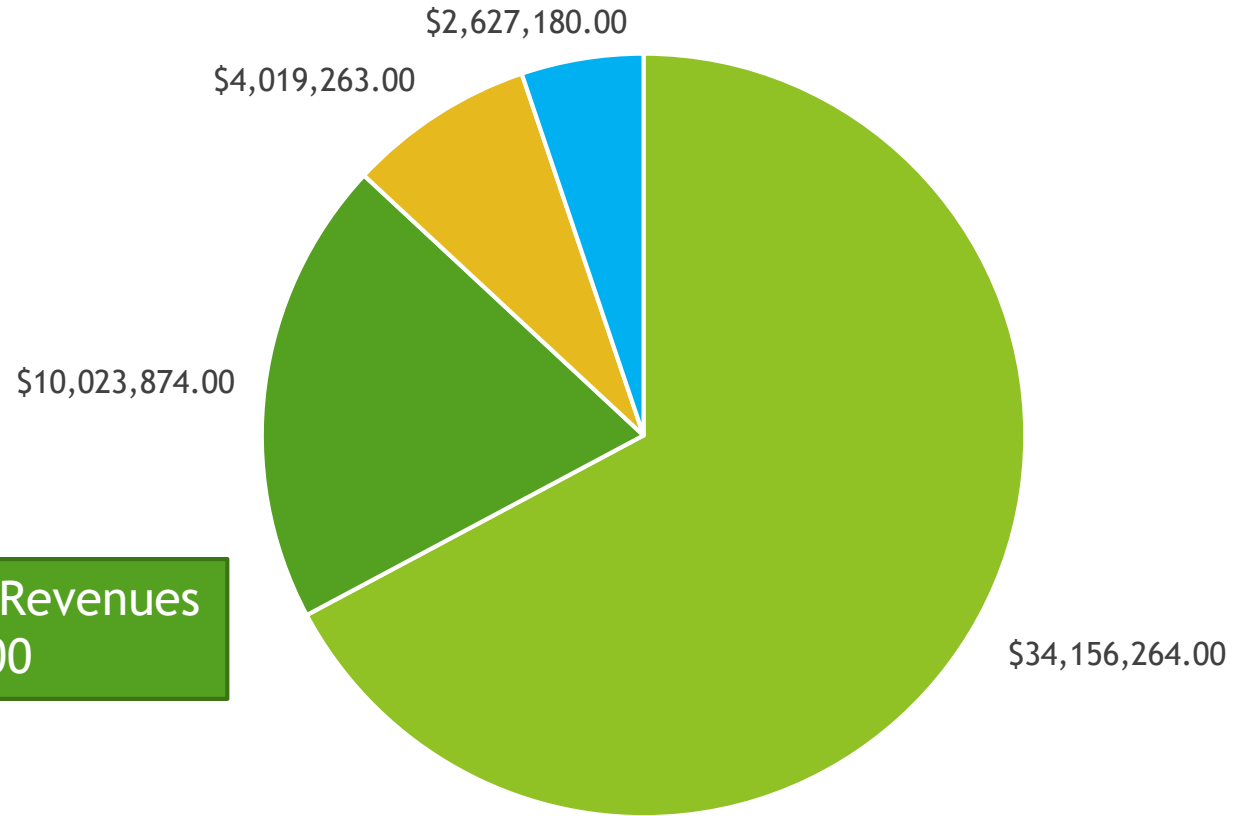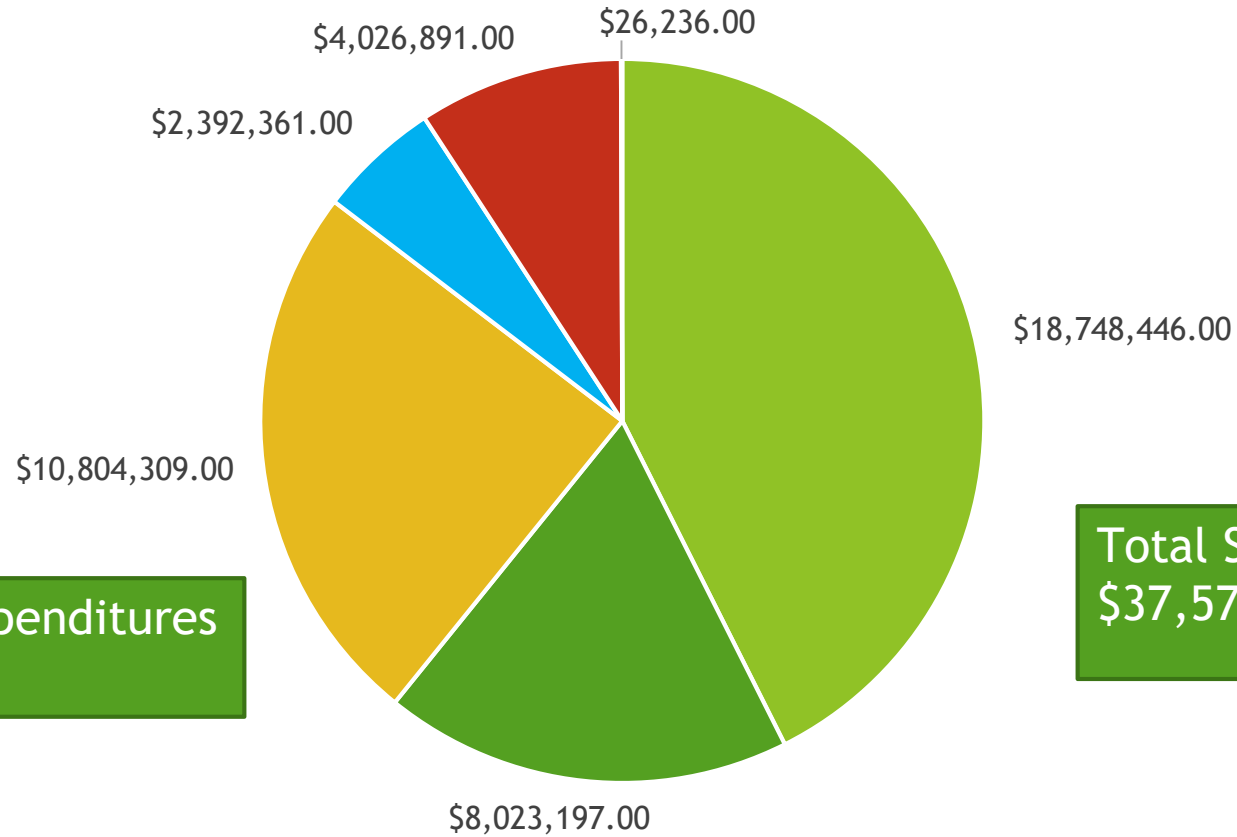
Total District Revenues
$50,826,581.00

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

Next Steps For GJUESD
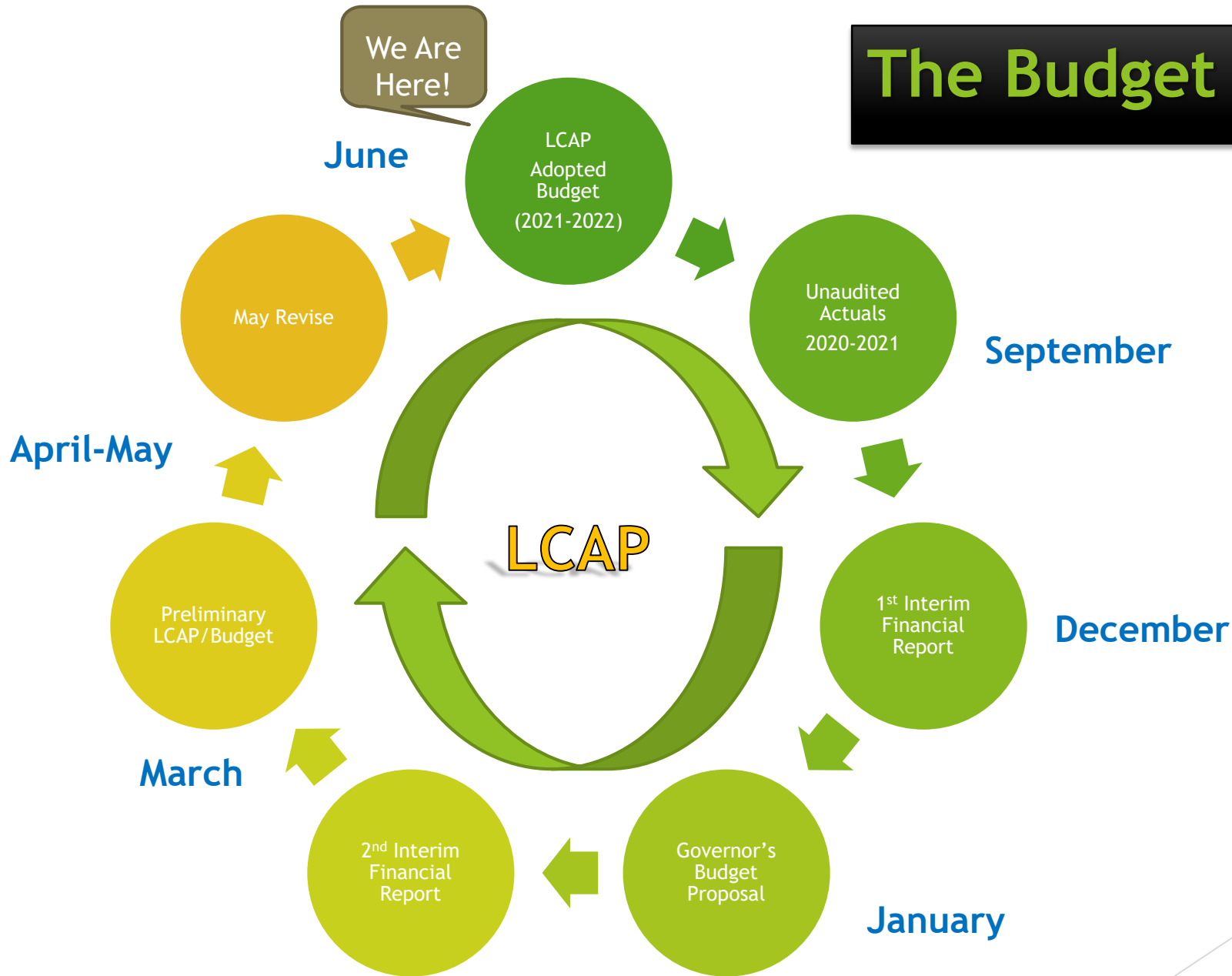
- June 30 ~ Close financial books for 20-21
- August or September ~ Board approval of unaudited actuals and possible budget revisions
- September ~ ESSER III Plan

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	**Agenda Item: 202.206** Public Hearing and Board Review of 2021-22 Budget
Presenter: Lois Yount	**Public Hearing:** XX **Information Item:** **Action Item:**

The Fiscal Services team has prepared the 2021-22 budget for your review. This budget reflects projections based on the May Revise. Carryover from fiscal year 2020-21 and adoption of the State budget may change these projections. Substantial changes will require budget revisions brought to the Board for approval in August.

Assumptions that impact the 2021-2022 budget and multi-year financial analysis:
- Cost of Living Adjustment (COLA)
  - 21-22 – 4.01%
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Unrestricted Reserve Levels:
- 20-21 = 9.82%
- 21-22 = 15.53%
- 22-23 = 9.43%
- 23-24 = 4.23%

Assumptions not in the budget:
- Possible Mega COLA (additional 1.07%)
- Restructure of Classified Salary Schedule Due to Minimum Wage Increase

Building a Bright
Future for All Learners

Galt Joint Union Elementary School District

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

2021-22 ADOPTED BUDGET

Superintendent, Karen Schauer Ed.D.
1018 C STREET, SUITE 210 GALT, CA 95632
https://gjuesd-ca.schoolloop.com/

Multi Year Financial Analysis
2021-22 Adopted

	Account Codes	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24
A. REVENUES					
LCFF Sources	8010-8099	32,856,761	34,156,264	32,734,929	33,722,988
Federal Revenues	8100-8299	9,877,517	10,023,874	2,331,770	2,331,770
Other State Revenues	8300-8599	6,612,290	4,019,263	3,480,169	3,480,169
Other Local Revenues	8600-8799	2,548,928	2,627,180	2,627,180	2,627,180
Total Revenues		51,895,496	50,826,581	41,174,048	42,162,107
B. EXPENDITURES					
Certificated Salaries	1000-1999	20,260,870	18,748,446	18,974,804	19,201,162
Classified Salaries	2000-2999	8,028,767	8,023,197	7,821,365	7,920,670
Employee Benefits	3000-3999	10,290,448	10,804,309	11,407,425	11,911,128
Books and Supplies	4000-4999	3,826,185	2,392,361	2,392,361	2,392,361
Services	5000-5999	5,241,130	4,026,891	4,050,648	4,074,405
Capital Outlay	6000-6999	295,506	43,616	43,616	43,616
Other Outgo	7100-7200/7438-7439	96,618	96,618	0	0
Direct/Indirect Costs	7310-7350	(114,861)	(113,998)	(113,998)	(113,998)
Total Expenses		47,924,663	44,021,440	44,576,221	45,429,344
Difference (Revenues-Expenses)		3,970,833	6,805,141	(3,402,173)	(3,267,237)
Prior Year Adjustments					
Transfers In		5,000	5,000	5,000	5,000
Other Sources		10,000	10,000	10,000	10,000
Transfers Out		168,471	139,234	139,234	139,234
Contributions		0	0	0	0
Total Transfers		(153,471)	(124,234)	(124,234)	(124,234)
Net Increase(Decrease) in Fund Balance		3,817,362	6,680,907	(3,526,407)	(3,391,471)
Beginning Balance		4,580,610	8,397,972	15,078,879	11,552,472
Audit Adjustments					
Ending Reserve Balance		8,397,972	15,078,879	11,552,472	8,161,001
3% Econ. Uncertainties		1,442,794	1,324,820	1,341,464	1,367,057

Components of Reserve	Projected 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24
Revolving Fund	20,000	20,000	20,000	20,000
Prepaid	0	0	0	0
	0	0	0	0
Restricted Beg. Balance:	0	0	0	0
Restricted Carryover	3,576,241	8,126,154	7,240,742	6,135,157
Routine Maintenance Carryover	0	0	0	0
Lottery Current to spend next year	76,280	76,280	76,280	76,280
Reserve for Supplemental/Conc.	0	0	0	0
School Site Carryovers	0	0	0	0
3% Economic Uncertainties	1,442,794	1,324,820	1,341,464	1,367,057
Remaining Reserve	3,280,126	5,529,094	2,871,455	559,976
Ending Balances	8,395,441	15,076,348	11,549,941	8,158,470
Total Reserve Percentage	17.5%	34.1%	25.8%	17.9%
Total Unrestricted Reserve	9.82%	15.52%	9.42%	4.23%

Galt Joint Union Elementary School District 2021-22 Adopted Budget

<u>MULTI-YEAR BUDGET NARRATIVE and ASSUMPTIONS</u>

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 to incorporate the Governor's 2021-22 May Revise.

- Enrollment Projections: Note – we are funded on the attendance rate of our enrollment or "Average Daily Attendance" (ADA). Typically, we average about a 95% - 96% actual attendance rate on our enrollment.

  - 2020-21: 3546
  - 2021-22: 3546
  - 2022-23: 3305
  - 2023-24: 3305

- COLA Projections:

  - 2020-21: 0%
  - 2021-22: 4.01%
  - 2022-23: 2.48%
  - 2023-24: 3.11%

- LCFF Gap Funding is at 100%

- STRS Employer Rates

  - 2020-21: 16.15%
  - 2021-22: 16.92%
  - 2022-23: 19.10%
  - 2023-24: 19.10%

- PERS Employer Rates

  - 2020-21: 20.70%
  - 2021-22: 22.91%
  - 2022-23: 26.10%
  - 2023-24: 27.10%

- Unduplicated/Free/Reduced/EL percentages:

  - 2020-21: 63.36%
  - 2021-22: 63.32 %
  - 2022-23: 63.39%
  - 2023-24: 63.29%

- The Routine Repair and Maintenance restricted account remains at 3% of the total general fund excluding the STRS on behalf amount of adopted budget expenditures for 2021-22.

- Components of the Ending Balance

  ✓ The calculation for the Supplemental/Concentration funding is $4,880,069 in 2021-22, $4,687,032 in 2022-23, $4,812,525 in 2023-24, and $4,983,103 in 2024-25.

  ✓ The district's Reserve for Economic Uncertainties has been set at 3% annually.

  ✓ The carryover in restricted funds is due to the addition of ESSER III income, expenditures have not been budgeted pending the Plan due by September 30, 2021.

Galt Joint Union Elementary School District
2021-22 Adopted Budget Assumptions

INCOME	ASSUMPTIONS
Student ADA	-Revenue is based on the 2019-20 P2 ADA of 3,401.38. ADA is projected to decline in 2022-23 due to declining enrollment. -The statutory COLA for 2020-2021 is 0%, for 2021-22 4.01%, for 2022-23 the rate is 2.48% and 3.11% for 23-24. Mega COLA projection of 5.07% is predicted but not reflected in this budget.
Federal Income	-The following changes have been made: Addition of Cares Act ESSER III funds of $7,692,104 and ESSER II Funds in the amount of $3,434,656.
State Income	-The following changes have been made: AB86 funds for the Expanded Learning Grant and In Person Learning Grant have been added in the amount of $3,453,195. Decrease in lottery based on enrollment.
Local Income	-The following changes have been made: James B McClatchy funding increased to $499,559, formerly Central Valley Foundation. $45,654 reduction in First 5 funding.
Transfers In	A transfer of $15,000 from Capital and JPA for administration fees.

EXPENSES

Cert. Salaries	-Salaries have been updated for step and column and 2% increase added to the salary schedule.
Class. Salaries	-Salaries have been updated for step and column and a 2.5% increase to the salary schedule.
Benefits	-Increases to statutory benefits have been budgeted to reflect salary changes and rates changes to STRS, PERS, SDI and Worker's Compensation rates.
Supplies	-Slight reduction to supplies.
Operating Expenses	- Reductions have been made to operating expenses.
Capital Outlay	- No significant changes have been made
Transfers Out	-The transfer to cafeteria fund is projected at $139,234

OTHER FUNDS:

CHILD DEVELOPMENT

- Salaries have been updated for step and column and a 2% increase to the salary schedule

CAFETERIA FUND

-Income has been updated to reflect current year cafeteria income. Other expenses have been changed to reflect a balanced budget.

-The transfer into Cafeteria from the General Fund has been reduced to $139,234 at this time.

BUILDING FUND – BOND PROCEEDS

-Funds have been exhausted.

CAPITAL FACILITIES

- Income and expenditures are projected to remain the same as current year.

MELLO ROOS

-Expenses have been updated.

No changes have been made to the following funds:

-Post Employment Benefits Fund.

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

34 67348 0000000
Form 01

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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		32,856,761.00	0.00	32,856,761.00	34,156,264.00	0.00	34,156,264.00	4.0%
2) Federal Revenue	8100-8299		0.00	9,877,517.00	9,877,517.00	0.00	10,023,874.00	10,023,874.00	1.5%
3) Other State Revenue	8300-8599		620,510.00	5,991,780.00	6,612,290.00	621,841.00	3,397,422.00	4,019,263.00	-39.2%
4) Other Local Revenue	8600-8799		375,838.00	2,173,090.00	2,548,928.00	607,506.00	2,019,674.00	2,627,180.00	3.1%
5) TOTAL, REVENUES			33,853,109.00	18,042,387.00	51,895,496.00	35,385,611.00	15,440,970.00	50,826,581.00	-2.1%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		14,301,289.00	5,959,581.00	20,260,870.00	13,665,260.00	5,083,186.00	18,748,446.00	-7.5%
2) Classified Salaries	2000-2999		4,735,216.00	3,293,551.00	8,028,767.00	5,282,702.43	2,740,495.00	8,023,197.43	-0.1%
3) Employee Benefits	3000-3999		5,945,502.00	4,344,946.00	10,290,448.00	6,381,873.00	4,422,436.00	10,804,309.00	5.0%
4) Books and Supplies	4000-4999		965,102.00	2,861,083.00	3,826,185.00	806,037.00	1,586,324.00	2,392,361.00	-37.5%
5) Services and Other Operating Expenditures	5000-5999		2,435,870.00	2,805,260.00	5,241,130.00	2,313,142.98	1,713,748.00	4,026,890.98	-23.2%
6) Capital Outlay	6000-6999		118,749.00	176,757.00	295,506.00	0.00	43,616.00	43,616.00	-85.2%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		96,618.00	0.00	96,618.00	96,618.00	0.00	96,618.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(488,672.00)	373,811.00	(114,861.00)	(441,762.00)	327,764.00	(113,998.00)	-0.8%
9) TOTAL, EXPENDITURES			28,109,674.00	19,814,989.00	47,924,663.00	28,103,871.41	15,917,569.00	44,021,440.41	-8.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,743,435.00	(1,772,602.00)	3,970,833.00	7,281,739.59	(476,599.00)	6,805,140.59	71.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
b) Transfers Out	7600-7629		168,471.00	0.00	168,471.00	139,234.00	0.00	139,234.00	-17.4%
2) Other Sources/Uses									
a) Sources	8930-8979		10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(4,640,693.00)	4,640,693.00	0.00	(5,026,512.00)	5,026,512.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,794,164.00)	4,640,693.00	(153,471.00)	(5,150,746.00)	5,026,512.00	(124,234.00)	-19.1%

Galt Joint Union Elementary
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			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			949,271.00	2,868,091.00	3,817,362.00	2,130,993.59	4,549,913.00	6,680,906.59	75.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,872,458.67	708,151.40	4,580,610.07	4,819,200.67	3,576,242.40	8,395,443.07	83.3%
b) Audit Adjustments		9793	(2,529.00)	0.00	(2,529.00)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			3,869,929.67	708,151.40	4,578,081.07	4,819,200.67	3,576,242.40	8,395,443.07	83.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,869,929.67	708,151.40	4,578,081.07	4,819,200.67	3,576,242.40	8,395,443.07	83.4%
2) Ending Balance, June 30 (E + F1e)			4,819,200.67	3,576,242.40	8,395,443.07	6,950,194.26	8,126,155.40	15,076,349.66	79.6%
Components of Ending Fund Balance a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	381,080.79	0.00	381,080.79	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,576,242.81	3,576,242.81	0.00	8,126,155.81	8,126,155.81	127.2%
c) Committed Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	76,280.00	0.00	76,280.00	76,280.00	0.00	76,280.00	0.0%
Site Lottery	1100	9780				76,280.00		76,280.00	
Site Lottery	1100	9780	76,280.00		76,280.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	4,341,839.88	(0.41)	4,341,839.47	6,873,914.26	(0.41)	6,873,913.85	58.3%

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			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	11,163,775.13	(4,230,826.46)	6,932,948.67				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	74,360.62	0.00	74,360.62				
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	100,407.77	66,493.22	166,900.99				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
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	381,080.79	0.00	381,080.79				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			11,739,624.31	(4,164,333.24)	7,575,291.07				
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	1,481,630.79	981.50	1,482,612.29				
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	4,495,721.64	0.00	4,495,721.64				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			5,977,352.43	981.50	5,978,333.93				
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									

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Form 01

| | | | 2020-21 Estimated Actuals | | | 2021-22 Budget | | | |
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
(G9 + H2) - (I6 + J2)			5,762,271.88	(4,165,314.74)	1,596,957.14				

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			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	19,645,177.00	0.00	19,645,177.00	20,940,662.00	0.00	20,940,662.00	6.6%
Education Protection Account State Aid - Current Year		8012	6,534,297.00	0.00	6,534,297.00	6,533,849.00	0.00	6,533,849.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	31,717.00	0.00	31,717.00	31,717.00	0.00	31,717.00	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	3,669,768.00	0.00	3,669,768.00	3,669,768.00	0.00	3,669,768.00	0.0%
Unsecured Roll Taxes		8042	119,678.00	0.00	119,678.00	119,678.00	0.00	119,678.00	0.0%
Prior Years' Taxes		8043	27,447.00	0.00	27,447.00	27,447.00	0.00	27,447.00	0.0%
Supplemental Taxes		8044	336,303.00	0.00	336,303.00	336,303.00	0.00	336,303.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	2,222,089.00	0.00	2,222,089.00	2,222,089.00	0.00	2,222,089.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	274,751.00	0.00	274,751.00	274,751.00	0.00	274,751.00	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			32,861,227.00	0.00	32,861,227.00	34,156,264.00	0.00	34,156,264.00	3.9%
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	(4,466.00)	0.00	(4,466.00)	0.00	0.00	0.00	-100.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			32,856,761.00	0.00	32,856,761.00	34,156,264.00	0.00	34,156,264.00	4.0%
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	774,814.00	774,814.00	0.00	774,814.00	774,814.00	0.0%
Special Education Discretionary Grants		8182	0.00	81,338.00	81,338.00	0.00	81,338.00	81,338.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	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		1,362,240.00	1,362,240.00		1,085,281.00	1,085,281.00	-20.3%
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		193,319.00	193,319.00		119,592.00	119,592.00	-38.1%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

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Title III, Part A, English Learner Program	4203	8290		119,158.00	119,158.00		89,461.00	89,461.00	-24.9%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		162,309.00	162,309.00		91,284.00	91,284.00	-43.8%
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	7,184,339.00	7,184,339.00	0.00	7,782,104.00	7,782,104.00	8.3%
TOTAL, FEDERAL REVENUE			0.00	9,877,517.00	9,877,517.00	0.00	10,023,874.00	10,023,874.00	1.5%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	109,474.00	0.00	109,474.00	111,550.00	0.00	111,550.00	1.9%
Lottery - Unrestricted and Instructional Materials		8560	510,291.00	183,705.00	693,996.00	510,291.00	166,695.00	676,986.00	-2.5%
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		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		464,888.00	464,888.00		395,833.00	395,833.00	-14.9%

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Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		6,000.00	6,000.00		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%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	745.00	5,337,187.00	5,337,932.00	0.00	2,834,894.00	2,834,894.00	-46.9%
TOTAL, OTHER STATE REVENUE			620,510.00	5,991,780.00	6,612,290.00	621,841.00	3,397,422.00	4,019,263.00	-39.2%

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			2020-21 Estimated Actuals			2021-22 Budget			
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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	75,984.00	0.00	75,984.00	75,984.00	0.00	75,984.00	0.0%
Interest		8660	55,060.00	0.00	55,060.00	80,476.00	0.00	80,476.00	46.2%
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	132,560.00	53,055.00	185,615.00	144,514.00	53,055.00	197,569.00	6.4%
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	195,857.00	195,857.00	0.00	195,857.00	195,857.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF									

Galt Joint Union Elementary
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Expenditures by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	112,234.00	969,903.00	1,082,137.00	306,532.00	860,636.00	1,167,168.00	7.9%
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		954,275.00	954,275.00		910,126.00	910,126.00	-4.6%
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			375,838.00	2,173,090.00	2,548,928.00	607,506.00	2,019,674.00	2,627,180.00	3.1%
TOTAL, REVENUES			33,853,109.00	18,042,387.00	51,895,496.00	35,385,611.00	15,440,970.00	50,826,581.00	-2.1%

Galt Joint Union Elementary
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General Fund
Unrestricted and Restricted
Expenditures by Object

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Form 01

			2020-21 Estimated Actuals			2021-22 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	12,324,185.00	5,125,199.00	17,449,384.00	11,284,421.00	4,327,145.00	15,611,566.00	-10.5%
Certificated Pupil Support Salaries		1200	312,060.00	224,325.00	536,385.00	475,242.00	72,513.00	547,755.00	2.1%
Certificated Supervisors' and Administrators' Salaries		1300	1,624,306.00	336,153.00	1,960,459.00	1,634,552.00	205,901.00	1,840,453.00	-6.1%
Other Certificated Salaries		1900	40,738.00	273,904.00	314,642.00	271,045.00	477,627.00	748,672.00	137.9%
TOTAL, CERTIFICATED SALARIES			14,301,289.00	5,959,581.00	20,260,870.00	13,665,260.00	5,083,186.00	18,748,446.00	-7.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	478,013.00	1,673,944.00	2,151,957.00	494,663.00	1,593,538.00	2,088,201.00	-3.0%
Classified Support Salaries		2200	1,586,936.00	827,538.00	2,414,474.00	1,903,183.00	560,903.00	2,464,086.00	2.1%
Classified Supervisors' and Administrators' Salaries		2300	514,159.00	75,315.00	589,474.00	477,922.00	72,105.00	550,027.00	-6.7%
Clerical, Technical and Office Salaries		2400	1,913,335.00	221,117.00	2,134,452.00	1,868,081.43	194,137.00	2,062,218.43	-3.4%
Other Classified Salaries		2900	242,773.00	495,637.00	738,410.00	538,853.00	319,812.00	858,665.00	16.3%
TOTAL, CLASSIFIED SALARIES			4,735,216.00	3,293,551.00	8,028,767.00	5,282,702.43	2,740,495.00	8,023,197.43	-0.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,278,354.00	2,760,206.00	5,038,560.00	2,265,979.00	2,789,128.00	5,055,107.00	0.3%
PERS		3201-3202	857,464.00	509,260.00	1,366,724.00	957,987.00	494,075.00	1,452,062.00	6.2%
OASDI/Medicare/Alternative		3301-3302	586,044.00	348,345.00	934,389.00	628,370.00	288,126.00	916,496.00	-1.9%
Health and Welfare Benefits		3401-3402	1,291,342.00	524,218.00	1,815,560.00	1,312,979.00	597,502.00	1,910,481.00	5.2%
Unemployment Insurance		3501-3502	9,655.00	4,795.00	14,450.00	228,056.00	90,043.00	318,099.00	2101.4%
Workers' Compensation		3601-3602	305,723.00	143,300.00	449,023.00	295,260.00	115,227.00	410,487.00	-8.6%
OPEB, Allocated		3701-3702	181,615.00	3,125.00	184,740.00	258,186.00	3,125.00	261,311.00	41.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	435,305.00	51,697.00	487,002.00	435,056.00	45,210.00	480,266.00	-1.4%
TOTAL, EMPLOYEE BENEFITS			5,945,502.00	4,344,946.00	10,290,448.00	6,381,873.00	4,422,436.00	10,804,309.00	5.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	108,398.00	108,398.00	30,000.00	156,695.00	186,695.00	72.2%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	867,737.00	2,059,114.00	2,926,851.00	747,254.00	1,423,334.00	2,170,588.00	-25.8%

Galt Joint Union Elementary
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General Fund
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Expenditures by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
Noncapitalized Equipment		4400	97,365.00	693,571.00	790,936.00	28,783.00	6,295.00	35,078.00	-95.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			965,102.00	2,861,083.00	3,826,185.00	806,037.00	1,586,324.00	2,392,361.00	-37.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	88,039.00	973,116.00	1,061,155.00	81,042.00	426,303.00	507,345.00	-52.2%
Travel and Conferences		5200	42,749.00	115,118.00	157,867.00	32,625.00	15,048.00	47,673.00	-69.8%
Dues and Memberships		5300	25,070.00	1,084.00	26,154.00	20,901.00	924.00	21,825.00	-16.6%
Insurance		5400 - 5450	199,912.00	1,460.00	201,372.00	199,911.98	0.00	199,911.98	-0.7%
Operations and Housekeeping Services		5500	772,801.00	13,420.00	786,221.00	757,801.00	7,000.00	764,801.00	-2.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	180,204.00	149,216.00	329,420.00	187,833.00	33,000.00	220,833.00	-33.0%
Transfers of Direct Costs		5710	(800.00)	800.00	0.00	(800.00)	800.00	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	1,030,275.00	1,538,325.00	2,568,600.00	928,059.00	1,227,245.00	2,155,304.00	-16.1%
Communications		5900	97,620.00	12,721.00	110,341.00	105,770.00	3,428.00	109,198.00	-1.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,435,870.00	2,805,260.00	5,241,130.00	2,313,142.98	1,713,748.00	4,026,890.98	-23.2%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
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	0.00	104,810.00	104,810.00	0.00	43,616.00	43,616.00	-58.4%
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	118,749.00	15,057.00	133,806.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	56,890.00	56,890.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			118,749.00	176,757.00	295,506.00	0.00	43,616.00	43,616.00	-85.2%
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	96,618.00	0.00	96,618.00	96,618.00	0.00	96,618.00	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%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
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)			96,618.00	0.00	96,618.00	96,618.00	0.00	96,618.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs	7310		(373,811.00)	373,811.00	0.00	(327,764.00)	327,764.00	0.00	0.0%
Transfers of Indirect Costs - Interfund	7350		(114,861.00)	0.00	(114,861.00)	(113,998.00)	0.00	(113,998.00)	-0.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(488,672.00)	373,811.00	(114,861.00)	(441,762.00)	327,764.00	(113,998.00)	-0.8%
TOTAL, EXPENDITURES			28,109,674.00	19,814,989.00	47,924,663.00	28,103,871.41	15,917,569.00	44,021,440.41	-8.1%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
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	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	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%
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	168,471.00	0.00	168,471.00	139,234.00	0.00	139,234.00	-17.4%
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			168,471.00	0.00	168,471.00	139,234.00	0.00	139,234.00	-17.4%
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%
All Other Financing Sources		8979	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%

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Expenditures by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
(c) TOTAL, SOURCES			10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	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	(4,640,693.00)	4,640,693.00	0.00	(5,026,512.00)	5,026,512.00	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			(4,640,693.00)	4,640,693.00	0.00	(5,026,512.00)	5,026,512.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(4,794,164.00)	4,640,693.00	(153,471.00)	(5,150,746.00)	5,026,512.00	(124,234.00)	-19.1%

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Unrestricted and Restricted
Expenditures by Function

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Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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	32,856,761.00	0.00	32,856,761.00	34,156,264.00	0.00	34,156,264.00	4.0%
2) Federal Revenue		8100-8299	0.00	9,877,517.00	9,877,517.00	0.00	10,023,874.00	10,023,874.00	1.5%
3) Other State Revenue		8300-8599	620,510.00	5,991,780.00	6,612,290.00	621,841.00	3,397,422.00	4,019,263.00	-39.2%
4) Other Local Revenue		8600-8799	375,838.00	2,173,090.00	2,548,928.00	607,506.00	2,019,674.00	2,627,180.00	3.1%
5) TOTAL, REVENUES			33,853,109.00	18,042,387.00	51,895,496.00	35,385,611.00	15,440,970.00	50,826,581.00	-2.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		17,200,535.00	13,970,358.00	31,170,893.00	16,409,442.00	12,007,356.00	28,416,798.00	-8.8%
2) Instruction - Related Services	2000-2999		3,361,079.00	2,013,815.00	5,374,894.00	3,872,157.00	1,598,429.00	5,470,586.00	1.8%
3) Pupil Services	3000-3999		2,056,641.00	1,302,855.00	3,359,496.00	2,529,693.00	640,151.00	3,169,844.00	-5.6%
4) Ancillary Services	4000-4999		5,000.00	37.00	5,037.00	0.00	39.00	39.00	-99.2%
5) Community Services	5000-5999		42,109.00	0.00	42,109.00	30,016.00	0.00	30,016.00	-28.7%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,878,975.00	803,189.00	3,682,164.00	2,663,316.43	429,501.00	3,092,817.43	-16.0%
8) Plant Services	8000-8999		2,449,355.00	1,724,735.00	4,174,090.00	2,502,628.98	1,242,093.00	3,744,721.98	-10.3%
9) Other Outgo	9000-9999	Except 7600-7699	115,980.00	0.00	115,980.00	96,618.00	0.00	96,618.00	-16.7%
10) TOTAL, EXPENDITURES			28,109,674.00	19,814,989.00	47,924,663.00	28,103,871.41	15,917,569.00	44,021,440.41	-8.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,743,435.00	(1,772,602.00)	3,970,833.00	7,281,739.59	(476,599.00)	6,805,140.59	71.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
b) Transfers Out		7600-7629	168,471.00	0.00	168,471.00	139,234.00	0.00	139,234.00	-17.4%
2) Other Sources/Uses									
a) Sources		8930-8979	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,640,693.00)	4,640,693.00	0.00	(5,026,512.00)	5,026,512.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,794,164.00)	4,640,693.00	(153,471.00)	(5,150,746.00)	5,026,512.00	(124,234.00)	-19.1%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Function

34 67348 0000000
Form 01

Description	Function Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			949,271.00	2,868,091.00	3,817,362.00	2,130,993.59	4,549,913.00	6,680,906.59	75.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,872,458.67	708,151.40	4,580,610.07	4,819,200.67	3,576,242.40	8,395,443.07	83.3%
b) Audit Adjustments		9793	(2,529.00)	0.00	(2,529.00)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			3,869,929.67	708,151.40	4,578,081.07	4,819,200.67	3,576,242.40	8,395,443.07	83.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,869,929.67	708,151.40	4,578,081.07	4,819,200.67	3,576,242.40	8,395,443.07	83.4%
2) Ending Balance, June 30 (E + F1e)			4,819,200.67	3,576,242.40	8,395,443.07	6,950,194.26	8,126,155.40	15,076,349.66	79.6%
Components of Ending Fund Balance a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	381,080.79	0.00	381,080.79	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,576,242.81	3,576,242.81	0.00	8,126,155.81	8,126,155.81	127.2%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	76,280.00	0.00	76,280.00	76,280.00	0.00	76,280.00	0.0%
Site Lottery	1100	9780				76,280.00		76,280.00	
Site Lottery	1100	9780	76,280.00		76,280.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	4,341,839.88	(0.41)	4,341,839.47	6,873,914.26	(0.41)	6,873,913.85	58.3%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Exhibit: Restricted Balance Detail

34 67348 0000000
Form 01

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
3212	Elementary and Secondary School Relief II (ESSER II) Fund	2,184,577.00	0.00
3213		0.00	6,153,683.00
3214		0.00	1,472,807.00
5640	Medi-Cal Billing Option	0.26	0.26
6010	After School Education and Safety (ASES)	2.48	2.48
6300	Lottery: Instructional Materials	0.17	0.17
6512	Special Ed: Mental Health Services	0.87	0.87
7311	Classified School Employee Professional Development Block Grant	0.80	0.80
7422	In-Person Instruction (IPI) Grant	487,811.00	487,811.00
7425	Expanded Learning Opportunities (ELO) Grant	796,065.00	280.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta'	96,215.00	0.00
7510	Low-Performing Students Block Grant	0.06	0.06
7810	Other Restricted State	249.87	249.87
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti(	0.89	0.89
9010	Other Restricted Local	11,319.41	11,319.41
Total, Restricted Balance		3,576,242.81	8,126,155.81

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Object

34 67348 0000000
Form 12

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	46,856.00	0.00	-100.0%
3) Other State Revenue		8300-8599	672,859.00	677,442.00	0.7%
4) Other Local Revenue		8600-8799	12,280.00	2,280.00	-81.4%
5) TOTAL, REVENUES			731,995.00	679,722.00	-7.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	240,354.00	233,813.00	-2.7%
2) Classified Salaries		2000-2999	209,065.00	220,595.00	5.5%
3) Employee Benefits		3000-3999	145,577.00	162,761.00	11.8%
4) Books and Supplies		4000-4999	57,982.00	5,815.00	-90.0%
5) Services and Other Operating Expenditures		5000-5999	42,014.00	35,517.00	-15.5%
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	34,723.00	34,849.00	0.4%
9) TOTAL, EXPENDITURES			729,715.00	693,350.00	-5.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,280.00	(13,628.00)	-697.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Object

34 67348 0000000
Form 12

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,280.00	(13,628.00)	-697.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	55,407.90	60,216.90	8.7%
b) Audit Adjustments		9793	2,529.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			57,936.90	60,216.90	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			57,936.90	60,216.90	3.9%
2) Ending Balance, June 30 (E + F1e)			60,216.90	46,588.90	-22.6%
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	60,216.90	46,588.90	-22.6%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Object

34 67348 0000000
Form 12

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	148,092.64		
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		
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) TOTAL, ASSETS			148,092.64		
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					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			148,092.64		

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Object

34 67348 0000000
Form 12

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	46,856.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			46,856.00	0.00	-100.0%
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	580,117.00	583,567.00	0.6%
All Other State Revenue	All Other	8590	92,742.00	93,875.00	1.2%
TOTAL, OTHER STATE REVENUE			672,859.00	677,442.00	0.7%
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	2,280.00	2,280.00	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	10,000.00	0.00	-100.0%
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			12,280.00	2,280.00	-81.4%
TOTAL, REVENUES			731,995.00	679,722.00	-7.1%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Object

34 67348 0000000
Form 12

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	229,163.00	222,522.00	-2.9%
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	11,191.00	11,291.00	0.9%
TOTAL, CERTIFICATED SALARIES			240,354.00	233,813.00	-2.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	142,861.00	154,632.00	8.2%
Classified Support Salaries		2200	11,519.00	11,519.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	52,985.00	52,744.00	-0.5%
Other Classified Salaries		2900	1,700.00	1,700.00	0.0%
TOTAL, CLASSIFIED SALARIES			209,065.00	220,595.00	5.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	62,846.00	64,968.00	3.4%
PERS		3201-3202	17,884.00	19,009.00	6.3%
OASDI/Medicare/Alternative		3301-3302	19,617.00	20,422.00	4.1%
Health and Welfare Benefits		3401-3402	33,094.00	37,564.00	13.5%
Unemployment Insurance		3501-3502	230.00	7,202.00	3031.3%
Workers' Compensation		3601-3602	9,558.00	10,973.00	14.8%
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	2,348.00	2,623.00	11.7%
TOTAL, EMPLOYEE BENEFITS			145,577.00	162,761.00	11.8%
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	57,982.00	5,815.00	-90.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			57,982.00	5,815.00	-90.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Object

34 67348 0000000
Form 12

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,734.00	3,734.00	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	27,769.00	25,700.00	-7.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,950.00	1,950.00	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	6,061.00	3,633.00	-40.1%
Communications		5900	2,500.00	500.00	-80.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			42,014.00	35,517.00	-15.5%
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	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%
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	34,723.00	34,849.00	0.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			34,723.00	34,849.00	0.4%
TOTAL, EXPENDITURES			729,715.00	693,350.00	-5.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Object

34 67348 0000000
Form 12

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
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%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Function

34 67348 0000000
Form 12

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	46,856.00	0.00	-100.0%
3) Other State Revenue		8300-8599	672,859.00	677,442.00	0.7%
4) Other Local Revenue		8600-8799	12,280.00	2,280.00	-81.4%
5) TOTAL, REVENUES			731,995.00	679,722.00	-7.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		533,792.00	493,485.00	-7.6%
2) Instruction - Related Services	2000-2999		99,438.00	102,373.00	3.0%
3) Pupil Services	3000-3999		15,821.00	19,203.00	21.4%
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		34,723.00	34,849.00	0.4%
8) Plant Services	8000-8999		45,941.00	43,440.00	-5.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			729,715.00	693,350.00	-5.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,280.00	(13,628.00)	-697.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Expenditures by Function

34 67348 0000000
Form 12

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,280.00	(13,628.00)	-697.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	55,407.90	60,216.90	8.7%
b) Audit Adjustments		9793	2,529.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			57,936.90	60,216.90	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			57,936.90	60,216.90	3.9%
2) Ending Balance, June 30 (E + F1e)			60,216.90	46,588.90	-22.6%
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	60,216.90	46,588.90	-22.6%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Child Development Fund
Exhibit: Restricted Balance Detail

34 67348 0000000
Form 12

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
6052	Child Development: Prekindergarten and Family Literacy, Prog	0.03	0.03
6130	Child Development: Center-Based Reserve Account	60,216.87	46,588.87
Total, Restricted Balance		60,216.90	46,588.90

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

34 67348 0000000
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,311,074.00	1,464,040.00	11.7%
3) Other State Revenue		8300-8599	94,680.00	103,008.00	8.8%
4) Other Local Revenue		8600-8799	110.00	110.00	0.0%
5) TOTAL, REVENUES			1,405,864.00	1,567,158.00	11.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	637,591.00	667,632.00	4.7%
3) Employee Benefits		3000-3999	266,702.00	290,182.00	8.8%
4) Books and Supplies		4000-4999	577,825.00	609,047.00	5.4%
5) Services and Other Operating Expenditures		5000-5999	32,000.00	32,000.00	0.0%
6) Capital Outlay		6000-6999	6,880.00	6,880.00	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	80,138.00	79,149.00	-1.2%
9) TOTAL, EXPENDITURES			1,601,136.00	1,684,890.00	5.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(195,272.00)	(117,732.00)	-39.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	168,471.00	139,234.00	-17.4%
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			168,471.00	139,234.00	-17.4%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

34 67348 0000000
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(26,801.00)	21,502.00	-180.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	202,675.21	175,874.21	-13.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			202,675.21	175,874.21	-13.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			202,675.21	175,874.21	-13.2%
2) Ending Balance, June 30 (E + F1e)			175,874.21	197,376.21	12.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	10,000.00	0.00	-100.0%
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	165,874.21	197,376.21	19.0%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

34 67348 0000000
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(129,082.69)		
1) Fair Value Adjustment to Cash in County Treasury		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		
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) TOTAL, ASSETS			(119,082.69)		
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	485.76		
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			485.76		
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 (G9 + H2) - (I6 + J2)			(119,568.45)		

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

34 67348 0000000
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,311,074.00	1,464,040.00	11.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,311,074.00	1,464,040.00	11.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	94,680.00	103,008.00	8.8%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			94,680.00	103,008.00	8.8%
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%
Leases and Rentals		8650	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%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	110.00	110.00	0.0%
TOTAL, OTHER LOCAL REVENUE			110.00	110.00	0.0%
TOTAL, REVENUES			1,405,864.00	1,567,158.00	11.5%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

34 67348 0000000
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	517,967.00	549,231.00	6.0%
Classified Supervisors' and Administrators' Salaries		2300	82,535.00	82,535.00	0.0%
Clerical, Technical and Office Salaries		2400	37,089.00	35,866.00	-3.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			637,591.00	667,632.00	4.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	115,497.00	124,611.00	7.9%
OASDI/Medicare/Alternative		3301-3302	48,076.00	48,923.00	1.8%
Health and Welfare Benefits		3401-3402	80,917.00	85,735.00	6.0%
Unemployment Insurance		3501-3502	281.00	7,864.00	2698.6%
Workers' Compensation		3601-3602	10,004.00	9,819.00	-1.8%
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	11,927.00	13,230.00	10.9%
TOTAL, EMPLOYEE BENEFITS			266,702.00	290,182.00	8.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	44,800.00	53,300.00	19.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	533,025.00	555,747.00	4.3%
TOTAL, BOOKS AND SUPPLIES			577,825.00	609,047.00	5.4%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

34 67348 0000000
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,000.00	2,000.00	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	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	294.00	294.00	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	29,706.00	29,706.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			32,000.00	32,000.00	0.0%
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	6,880.00	6,880.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,880.00	6,880.00	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	80,138.00	79,149.00	-1.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			80,138.00	79,149.00	-1.2%
TOTAL, EXPENDITURES			1,601,136.00	1,684,890.00	5.2%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

34 67348 0000000
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	168,471.00	139,234.00	-17.4%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			168,471.00	139,234.00	-17.4%
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%
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)			168,471.00	139,234.00	-17.4%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Function

34 67348 0000000
Form 13

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,311,074.00	1,464,040.00	11.7%
3) Other State Revenue		8300-8599	94,680.00	103,008.00	8.8%
4) Other Local Revenue		8600-8799	110.00	110.00	0.0%
5) TOTAL, REVENUES			1,405,864.00	1,567,158.00	11.5%
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		1,520,998.00	1,605,741.00	5.6%
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		80,138.00	79,149.00	-1.2%
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			1,601,136.00	1,684,890.00	5.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(195,272.00)	(117,732.00)	-39.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	168,471.00	139,234.00	-17.4%
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			168,471.00	139,234.00	-17.4%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Function

34 67348 0000000
Form 13

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(26,801.00)	21,502.00	-180.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	202,675.21	175,874.21	-13.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			202,675.21	175,874.21	-13.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			202,675.21	175,874.21	-13.2%
2) Ending Balance, June 30 (E + F1e)			175,874.21	197,376.21	12.2%
Components of Ending Fund Balance a) Nonspendable Revolving Cash		9711	10,000.00	0.00	-100.0%
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	165,874.21	197,376.21	19.0%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Cafeteria Special Revenue Fund
Exhibit: Restricted Balance Detail

34 67348 0000000
Form 13

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	46,473.00	56,473.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	105,400.61	126,902.61
5330	Child Nutrition: Summer Food Service Program Operations	14,000.60	14,000.60
Total, Restricted Balance		165,874.21	197,376.21

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

34 67348 0000000
Form 20

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	2,500.00	2,000.00	-20.0%
5) TOTAL, REVENUES			2,500.00	2,000.00	-20.0%
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)			2,500.00	2,000.00	-20.0%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

34 67348 0000000
Form 20

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,500.00	2,000.00	-20.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	271,871.23	274,371.23	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			271,871.23	274,371.23	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			271,871.23	274,371.23	0.9%
2) Ending Balance, June 30 (E + F1e)			274,371.23	276,371.23	0.7%
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	274,371.23	276,371.23	0.7%
Retiree Benefits	0000	9780		276,371.23	
Retiree Benefits	0000	9780	274,371.23		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

July 1 Budget
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

Galt Joint Union Elementary
Sacramento County

34 67348 0000000
Form 20

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	272,936.23		
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		
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) TOTAL, ASSETS			272,936.23		
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			
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 (G9 + H2) - (I6 + J2)			272,936.23		

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

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Form 20

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	2,500.00	2,000.00	-20.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,500.00	2,000.00	-20.0%
TOTAL, REVENUES			2,500.00	2,000.00	-20.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Special Reserve Fund for Postemployment Benefits
Expenditures by Object

34 67348 0000000
Form 20

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

Galt Joint Union Elementary
Sacramento County

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Form 20

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	2,500.00	2,000.00	-20.0%
5) TOTAL, REVENUES			2,500.00	2,000.00	-20.0%
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)			2,500.00	2,000.00	-20.0%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Special Reserve Fund for Postemployment Benefits
Expenditures by Function

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Form 20

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,500.00	2,000.00	-20.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	271,871.23	274,371.23	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			271,871.23	274,371.23	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			271,871.23	274,371.23	0.9%
2) Ending Balance, June 30 (E + F1e)			274,371.23	276,371.23	0.7%
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)		9780	274,371.23	276,371.23	0.7%
Retiree Benefits	0000	9780		276,371.23	
Retiree Benefits	0000	9780	274,371.23		
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Special Reserve Fund for Postemployment Benefits
Exhibit: Restricted Balance Detail

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Form 20

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Object

34 67348 0000000
Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	1,000.00	0.00	-100.0%
5) TOTAL, REVENUES			1,000.00	0.00	-100.0%
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	6,109.00	0.00	-100.0%
6) Capital Outlay		6000-6999	783,816.00	0.00	-100.0%
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			789,925.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(788,925.00)	0.00	-100.0%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Object

34 67348 0000000
Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(788,925.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	788,925.56	0.56	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			788,925.56	0.56	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			788,925.56	0.56	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.56	0.56	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	0.56	0.56	0.0%
Bond Projects	0000	9780		0.56	
Bond Projects	0000	9780	0.56		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Object

34 67348 0000000
Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,113.92		
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		
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) TOTAL, ASSETS			1,113.92		
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 (G9 + H2) - (I6 + J2)			1,113.92		

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Object

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Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
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 Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	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					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,000.00	0.00	-100.0%
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			1,000.00	0.00	-100.0%
TOTAL, REVENUES			1,000.00	0.00	-100.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Object

34 67348 0000000
Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Object

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Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	6,109.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,109.00	0.00	-100.0%
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	783,816.00	0.00	-100.0%
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%
TOTAL, CAPITAL OUTLAY			783,816.00	0.00	-100.0%
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					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	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			789,925.00	0.00	-100.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Object

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Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Object

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Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
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%
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%

Galt Joint Union Elementary
Sacramento County

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	1,000.00	0.00	-100.0%
5) TOTAL, REVENUES			1,000.00	0.00	-100.0%
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		789,225.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	700.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			789,925.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(788,925.00)	0.00	-100.0%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Expenditures by Function

34 67348 0000000
Form 21

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(788,925.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	788,925.56	0.56	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			788,925.56	0.56	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			788,925.56	0.56	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.56	0.56	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 (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.56	0.56	0.0%
Bond Projects	0000	9780		0.56	
Bond Projects	0000	9780	0.56		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Building Fund
Exhibit: Restricted Balance Detail

34 67348 0000000
Form 21

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
	Total, Restricted Balance	0.00	0.00

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

34 67348 0000000
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	4,132.00	4,329.00	4.8%
4) Other Local Revenue		8600-8799	351,075.00	327,211.00	-6.8%
5) TOTAL, REVENUES			355,207.00	331,540.00	-6.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	41,557.00	41,557.00	0.0%
3) Employee Benefits		3000-3999	14,025.00	15,087.00	7.6%
4) Books and Supplies		4000-4999	0.00	1,000.00	New
5) Services and Other Operating Expenditures		5000-5999	147,388.00	110,850.00	-24.8%
6) Capital Outlay		6000-6999	1,615,392.00	0.00	-100.0%
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			1,818,362.00	168,494.00	-90.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,463,155.00)	163,046.00	-111.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,000.00	5,000.00	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			(5,000.00)	(5,000.00)	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

34 67348 0000000
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,468,155.00)	158,046.00	-110.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,252,143.62	783,988.62	-65.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,252,143.62	783,988.62	-65.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,252,143.62	783,988.62	-65.2%
2) Ending Balance, June 30 (E + F1e)			783,988.62	942,034.62	20.2%
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	783,988.62	942,034.62	20.2%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

34 67348 0000000
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	822,984.87		
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		
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) TOTAL, ASSETS			822,984.87		
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 (G9 + H2) - (I6 + J2)			822,984.87		

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

34 67348 0000000
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	4,132.00	4,329.00	4.8%
TOTAL, OTHER STATE REVENUE			4,132.00	4,329.00	4.8%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	50,075.00	50,075.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	10,000.00	27,136.00	171.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	291,000.00	250,000.00	-14.1%
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			351,075.00	327,211.00	-6.8%
TOTAL, REVENUES			355,207.00	331,540.00	-6.7%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

34 67348 0000000
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
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	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	41,557.00	41,557.00	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			41,557.00	41,557.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	10,844.00	11,360.00	4.8%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	603.00	603.00	0.0%
Health and Welfare Benefits		3401-3402	455.00	433.00	-4.8%
Unemployment Insurance		3501-3502	21.00	511.00	2333.3%
Workers' Compensation		3601-3602	653.00	638.00	-2.3%
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	1,449.00	1,542.00	6.4%
TOTAL, EMPLOYEE BENEFITS			14,025.00	15,087.00	7.6%
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	1,000.00	New
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	1,000.00	New

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

34 67348 0000000
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	12,680.00	0.00	-100.0%
Travel and Conferences		5200	0.00	1,000.00	New
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	13,000.00	New
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	134,708.00	96,850.00	-28.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			147,388.00	110,850.00	-24.8%
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	1,615,392.00	0.00	-100.0%
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%
TOTAL, CAPITAL OUTLAY			1,615,392.00	0.00	-100.0%
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%
TOTAL, EXPENDITURES			1,818,362.00	168,494.00	-90.7%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Object

34 67348 0000000
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	5,000.00	5,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			5,000.00	5,000.00	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					
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%
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)			(5,000.00)	(5,000.00)	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Function

34 67348 0000000
Form 25

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	4,132.00	4,329.00	4.8%
4) Other Local Revenue		8600-8799	351,075.00	327,211.00	-6.8%
5) TOTAL, REVENUES			355,207.00	331,540.00	-6.7%
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		175,230.00	124,494.00	-29.0%
8) Plant Services	8000-8999		1,643,132.00	44,000.00	-97.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,818,362.00	168,494.00	-90.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,463,155.00)	163,046.00	-111.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,000.00	5,000.00	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			(5,000.00)	(5,000.00)	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Expenditures by Function

34 67348 0000000
Form 25

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,468,155.00)	158,046.00	-110.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,252,143.62	783,988.62	-65.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,252,143.62	783,988.62	-65.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,252,143.62	783,988.62	-65.2%
2) Ending Balance, June 30 (E + F1e)			783,988.62	942,034.62	20.2%
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	783,988.62	942,034.62	20.2%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Facilities Fund
Exhibit: Restricted Balance Detail

34 67348 0000000
Form 25

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	783,988.62	942,034.62
Total, Restricted Balance		783,988.62	942,034.62

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Object

34 67348 0000000
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	2,103,477.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	3,221.00	0.00	-100.0%
5) TOTAL, REVENUES			2,106,698.00	0.00	-100.0%
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	3,311.00	0.00	-100.0%
6) Capital Outlay		6000-6999	2,103,387.00	0.00	-100.0%
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			2,106,698.00	0.00	-100.0%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Object

34 67348 0000000
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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	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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Object

34 67348 0000000
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,900,292.87		
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		
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) TOTAL, ASSETS			1,900,292.87		
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 (G9 + H2) - (I6 + J2)			1,900,292.87		

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Object

34 67348 0000000
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	2,103,477.00	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			2,103,477.00	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	3,221.00	0.00	-100.0%
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			3,221.00	0.00	-100.0%
TOTAL, REVENUES			2,106,698.00	0.00	-100.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Object

34 67348 0000000
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Object

34 67348 0000000
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	3,311.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,311.00	0.00	-100.0%
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	2,103,387.00	0.00	-100.0%
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%
TOTAL, CAPITAL OUTLAY			2,103,387.00	0.00	-100.0%
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			2,106,698.00	0.00	-100.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Object

34 67348 0000000
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
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%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Function

34 67348 0000000
Form 35

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	2,103,477.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	3,221.00	0.00	-100.0%
5) TOTAL, REVENUES			2,106,698.00	0.00	-100.0%
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		2,106,698.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,106,698.00	0.00	-100.0%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Expenditures by Function

34 67348 0000000
Form 35

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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 (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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
County School Facilities Fund
Exhibit: Restricted Balance Detail

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Form 35

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
	Total, Restricted Balance	0.00	0.00

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Object

34 67348 0000000
Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	277.00	100.00	-63.9%
5) TOTAL, REVENUES			277.00	100.00	-63.9%
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	17,950.00	0.00	-100.0%
6) Capital Outlay		6000-6999	124,480.00	0.00	-100.0%
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			142,430.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(142,153.00)	100.00	-100.1%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Object

34 67348 0000000
Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(142,153.00)	100.00	-100.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	142,330.88	177.88	-99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			142,330.88	177.88	-99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			142,330.88	177.88	-99.9%
2) Ending Balance, June 30 (E + F1e)			177.88	277.88	56.2%
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	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	177.88	277.88	56.2%
Mello Roos Projects	0000	9780		277.88	
Mello Roos Projects	0000	9780	177.88		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Object

34 67348 0000000
Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	8,518.10		
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		
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) TOTAL, ASSETS			8,518.10		
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 (G9 + H2) - (I6 + J2)			8,518.10		

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Object

34 67348 0000000
Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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 Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	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					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	277.00	100.00	-63.9%
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			277.00	100.00	-63.9%
TOTAL, REVENUES			277.00	100.00	-63.9%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Object

34 67348 0000000
Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
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	3,200.00	0.00	-100.0%
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%

Galt Joint Union Elementary
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July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Object

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Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	14,750.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			17,950.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	55,046.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	69,434.00	0.00	-100.0%
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%
TOTAL, CAPITAL OUTLAY			124,480.00	0.00	-100.0%
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					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	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			142,430.00	0.00	-100.0%

Galt Joint Union Elementary
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Capital Project Fund for Blended Component Units
Expenditures by Object

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Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
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%

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Capital Project Fund for Blended Component Units
Expenditures by Object

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Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
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%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Function

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Form 49

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	277.00	100.00	-63.9%
5) TOTAL, REVENUES			277.00	100.00	-63.9%
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		142,430.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			142,430.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(142,153.00)	100.00	-100.1%
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Function

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Form 49

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(142,153.00)	100.00	-100.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	142,330.88	177.88	-99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			142,330.88	177.88	-99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			142,330.88	177.88	-99.9%
2) Ending Balance, June 30 (E + F1e)			177.88	277.88	56.2%
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	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)		9780	177.88	277.88	56.2%
Mello Roos Projects	0000	9780		277.88	
Mello Roos Projects	0000	9780	177.88		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
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July 1 Budget
Capital Project Fund for Blended Component Units
Exhibit: Restricted Balance Detail

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Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

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Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

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Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	1,133,547.00	1,133,547.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,133,547.00	1,133,547.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,133,547.00	1,133,547.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,133,547.00	1,133,547.00	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	1,133,547.00	1,133,547.00	0.0%
Bond Interest and Redemption	0000	9780		1,133,547.00	
Bond Interest and Redemption	0000	9780	1,133,547.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

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Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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		
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) 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 (G9 + H2) - (I6 + J2)			0.00		

Galt Joint Union Elementary
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Bond Interest and Redemption Fund
Expenditures by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

Galt Joint Union Elementary
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Bond Interest and Redemption Fund
Expenditures by Object

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Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

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July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

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Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
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%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Function

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Form 51

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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%

Galt Joint Union Elementary
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July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Function

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Form 51

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	1,133,547.00	1,133,547.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,133,547.00	1,133,547.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,133,547.00	1,133,547.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,133,547.00	1,133,547.00	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 (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,133,547.00	1,133,547.00	0.0%
Bond Interest and Redemption	0000	9780		1,133,547.00	
Bond Interest and Redemption	0000	9780	1,133,547.00		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento County

July 1 Budget
Bond Interest and Redemption Fund
Exhibit: Restricted Balance Detail

34 67348 0000000
Form 51

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Galt Joint Union Elementary
Sacramento County

2021-22 July 1 Budget
AVERAGE DAILY ATTENDANCE

34 67348 0000000
Form A

Description	2020-21 Estimated Actuals			2021-22 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)	3,401.38	3,401.38	3,401.38	3,401.38	3,401.38	3,401.38
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)	3,401.38	3,401.38	3,401.38	3,401.38	3,401.38	3,401.38
5. **District Funded County Program ADA**						
a. County Community Schools						
b. Special Education-Special Day Class	9.99	9.99	9.99	9.99	9.99	9.99
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)	9.99	9.99	9.99	9.99	9.99	9.99
6. **TOTAL DISTRICT ADA** (Sum of Line A4 and Line A5g)	3,411.37	3,411.37	3,411.37	3,411.37	3,411.37	3,411.37
7. **Adults in Correctional Facilities**						
8. **Charter School ADA** (Enter Charter School ADA using Tab C. Charter School ADA)						

Galt Joint Union Elementary
Sacramento County

2021-22 July 1 Budget
AVERAGE DAILY ATTENDANCE

34 67348 0000000
Form A

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
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 B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Galt Joint Union Elementary
Sacramento County

2021-22 July 1 Budget
AVERAGE DAILY ATTENDANCE

34 67348 0000000
Form A

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
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. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
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. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Galt Joint Union Elementary
Sacramento County

July 1 Budget
2021-22 Budget
Cashflow Worksheet - Budget Year (1)

34 67348 0000000
Form CASH

	Object	Beginning Balances (Ref Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			6,105,600.00	7,018,032.00	7,764,179.00	9,881,581.00	8,840,919.00	8,342,921.00	13,075,625.00	10,025,175.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,047,033.00	1,047,033.00	3,518,122.00	1,884,660.00	1,884,660.00	3,518,121.00	1,884,660.00	1,884,659.00
Property Taxes	8020-8079		38,434.00	359.00	2,010.00	0.00	9.00	2,058,333.00	857,831.00	899,268.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		0.00	2,866,223.00	295,644.00	1,000.00	572,974.00	10,000.00	209,000.00	35,000.00
Other State Revenue	8300-8599		0.00	0.00	539,094.00	46,500.00	237,354.00	111,550.00	182,301.00	0.00
Other Local Revenue	8600-8799		29,302.00	40,737.00	456,106.00	133,141.00	203,764.00	83,678.00	171,547.00	259,425.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			1,114,769.00	3,954,352.00	4,810,976.00	2,065,301.00	2,898,761.00	5,781,682.00	3,305,339.00	3,078,352.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,155,237.00	1,569,685.00	1,565,688.00	1,615,164.00	1,615,164.00	130,458.00	3,134,778.00	1,517,867.00
Classified Salaries	2000-2999		590,678.00	649,625.00	645,512.00	649,732.00	599,472.00	50,110.00	1,248,455.00	626,323.00
Employee Benefits	3000-3999		90,693.00	600,000.00	600,000.00	650,000.00	650,000.00	160,000.00	1,264,146.00	685,000.00
Books and Supplies	4000-4999		29,318.00	86,780.00	150,000.00	50,000.00	150,000.00	260,895.00	260,895.00	260,895.00
Services	5000-5999		223,756.00	150,000.00	175,000.00	50,000.00	175,000.00	447,515.00	447,515.00	447,515.00
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			2,089,682.00	3,056,090.00	3,136,200.00	3,014,896.00	3,189,636.00	1,048,978.00	6,355,789.00	3,537,600.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		735,489.00	346,156.00	940,904.00	407,232.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490		2,131,856.00	1,254,179.00	1,248,947.00	1,233,413.00	797,336.00			
SUBTOTAL		0.00	2,867,345.00	1,600,335.00	2,189,851.00	1,640,645.00	797,336.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		500,000.00	500,000.00	500,000.00	500,000.00	208,222.00			
Due To Other Funds	9610									
Current Loans	9640		480,000.00	1,252,450.00	1,247,225.00	1,231,712.00	796,237.00			
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	980,000.00	1,752,450.00	1,747,225.00	1,731,712.00	1,004,459.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		0.00	1,887,345.00	(152,115.00)	442,626.00	(91,067.00)	(207,123.00)	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			912,432.00	746,147.00	2,117,402.00	(1,040,662.00)	(497,998.00)	4,732,704.00	(3,050,450.00)	(459,248.00)
F. ENDING CASH (A + E)			7,018,032.00	7,764,179.00	9,881,581.00	8,840,919.00	8,342,921.00	13,075,625.00	10,025,175.00	9,565,927.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Galt Joint Union Elementary
Sacramento County

July 1 Budget
2021-22 Budget
Cashflow Worksheet - Budget Year (1)

34 67348 0000000
Form CASH

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		9,565,927.00	13,137,315.00	12,915,044.00	11,739,747.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,518,121.00	1,884,660.00	1,884,660.00	3,518,122.00			27,474,511.00	27,474,511.00
Property Taxes	8020-8079	763.00	1,260,563.00	0.00	1,564,183.00			6,681,753.00	6,681,753.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00			0.00	0.00
Federal Revenue	8100-8299	3,065,427.00	39,592.00	39,587.00	1,994,249.00	895,178.00		10,023,874.00	10,023,874.00
Other State Revenue	8300-8599	354,517.00	0.00	0.00	221,006.00	2,326,941.00		4,019,263.00	4,019,263.00
Other Local Revenue	8600-8799	214,006.00	228,979.00	351,022.00	304,321.00	151,152.00		2,627,180.00	2,627,180.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	5,000.00		5,000.00	5,000.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	10,000.00		10,000.00	10,000.00
TOTAL RECEIPTS		7,152,834.00	3,413,794.00	2,275,269.00	7,601,881.00	3,388,271.00	0.00	50,841,581.00	50,841,581.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,517,654.00	1,521,097.00	1,497,910.00	1,521,072.00	386,672.00		18,748,446.00	18,748,446.00
Classified Salaries	2000-2999	626,766.00	624,940.00	594,248.00	594,249.00	523,087.43		8,023,197.43	8,023,197.43
Employee Benefits	3000-3999	685,000.00	685,000.00	650,000.00	685,000.00	3,399,470.00		10,804,309.00	10,804,309.00
Books and Supplies	4000-4999	260,895.00	260,895.00	260,893.00	260,895.00	100,000.00		2,392,361.00	2,392,361.00
Services	5000-5999	447,515.00	447,515.00	447,515.00	447,515.00	120,529.98		4,026,890.98	4,026,890.98
Capital Outlay	6000-6599	43,616.00	0.00	0.00	0.00	0.00		43,616.00	43,616.00
Other Outgo	7000-7499	0.00	96,618.00	0.00	0.00	(113,998.00)		(17,380.00)	(17,380.00)
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	139,234.00		139,234.00	139,234.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00		0.00	0.00
TOTAL DISBURSEMENTS		3,581,446.00	3,636,065.00	3,450,566.00	3,508,731.00	4,554,995.41	0.00	44,160,674.41	44,160,674.41
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	0.00		2,429,781.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490					0.00		6,665,731.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	9,095,512.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							2,208,222.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							5,007,624.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	7,215,846.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	1,879,666.00	
E. NET INCREASE/DECREASE (B - C + D)		3,571,388.00	(222,271.00)	(1,175,297.00)	4,093,150.00	(1,166,724.41)	0.00	8,560,572.59	6,680,906.59
F. ENDING CASH (A + E)		13,137,315.00	12,915,044.00	11,739,747.00	15,832,897.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								14,666,172.59	

Galt Joint Union Elementary
Sacramento County

	Object	Beginning Balances (Ref Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			15,832,897.00	15,043,614.00	12,889,244.00	14,270,047.00	13,137,937.00	12,549,093.00	17,086,014.00	13,945,817.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		997,175.00	997,173.00	3,322,339.00	1,794,913.00	1,794,913.00	3,322,338.00	1,794,913.00	1,794,912.00
Property Taxes	8020-8079		38,434.00	359.00	2,010.00	0.00	9.00	2,058,333.00	857,831.00	899,268.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		0.00	17,295.00	295,644.00	1,000.00	572,974.00	10,000.00	209,000.00	35,000.00
Other State Revenue	8300-8599		0.00	0.00	0.00	46,500.00	237,354.00	111,550.00	182,301.00	0.00
Other Local Revenue	8600-8799		29,302.00	40,737.00	456,106.00	133,141.00	203,764.00	83,678.00	171,547.00	259,425.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			1,064,911.00	1,055,564.00	4,076,099.00	1,975,554.00	2,809,014.00	5,585,899.00	3,215,592.00	2,988,605.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,155,237.00	1,569,685.00	1,565,688.00	1,615,164.00	1,615,164.00	130,458.00	3,134,778.00	1,517,867.00
Classified Salaries	2000-2999		590,679.00	649,625.00	645,512.00	649,732.00	599,472.00	50,110.00	1,248,455.00	626,323.00
Employee Benefits	3000-3999		90,693.00	600,000.00	600,000.00	650,000.00	650,000.00	160,000.00	1,264,146.00	685,000.00
Books and Supplies	4000-4999		29,318.00	86,780.00	150,000.00	50,000.00	150,000.00	260,895.00	260,895.00	260,895.00
Services	5000-5999		223,756.00	150,000.00	175,000.00	50,000.00	175,000.00	447,515.00	447,515.00	447,515.00
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			2,089,683.00	3,056,090.00	3,136,200.00	3,014,896.00	3,189,636.00	1,048,978.00	6,355,789.00	3,537,600.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299		735,489.00	346,156.00	940,904.00	407,232.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	735,489.00	346,156.00	940,904.00	407,232.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		500,000.00	500,000.00	500,000.00	500,000.00	208,222.00			
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	500,000.00	500,000.00	500,000.00	500,000.00	208,222.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	235,489.00	(153,844.00)	440,904.00	(92,768.00)	(208,222.00)	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(789,283.00)	(2,154,370.00)	1,380,803.00	(1,132,110.00)	(588,844.00)	4,536,921.00	(3,140,197.00)	(548,995.00)
F. ENDING CASH (A + E)			15,043,614.00	12,889,244.00	14,270,047.00	13,137,937.00	12,549,093.00	17,086,014.00	13,945,817.00	13,396,822.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Galt Joint Union Elementary
Sacramento County

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		13,396,822.00	13,973,499.00	13,808,099.00	12,593,056.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,322,337.00	1,794,913.00	1,794,913.00	3,322,337.00			26,053,176.00	26,053,176.00
Property Taxes	8020-8079	763.00	1,260,563.00	0.00	1,564,183.00			6,681,753.00	6,681,753.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	0.00			0.00	0.00
Federal Revenue	8100-8299	216,500.00	39,592.00	39,586.00	0.00	895,179.00		2,331,770.00	2,331,770.00
Other State Revenue	8300-8599	354,517.00	0.00	0.00	221,006.00	2,326,941.00		3,480,169.00	3,480,169.00
Other Local Revenue	8600-8799	214,006.00	228,979.00	351,026.00	304,321.00	151,148.00		2,627,180.00	2,627,180.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	5,000.00		5,000.00	5,000.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	10,000.00		10,000.00	10,000.00
TOTAL RECEIPTS		4,108,123.00	3,324,047.00	2,185,525.00	5,411,847.00	3,388,268.00	0.00	41,189,048.00	41,189,048.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,517,654.00	1,521,097.00	1,497,910.00	1,521,072.00	613,030.00		18,974,804.00	18,974,804.00
Classified Salaries	2000-2999	576,766.00	574,940.00	544,248.00	544,248.00	521,255.00		7,821,365.00	7,821,365.00
Employee Benefits	3000-3999	685,000.00	685,000.00	650,000.00	685,000.00	4,002,586.00		11,407,425.00	11,407,425.00
Books and Supplies	4000-4999	260,895.00	260,895.00	260,895.00	260,895.00	99,998.00		2,392,361.00	2,392,361.00
Services	5000-5999	447,515.00	447,515.00	447,515.00	447,515.00	144,287.00		4,050,648.00	4,050,648.00
Capital Outlay	6000-6599	43,616.00	0.00	0.00	0.00			43,616.00	43,616.00
Other Outgo	7000-7499	0.00	0.00	0.00	0.00	(113,998.00)		(113,998.00)	(113,998.00)
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	139,234.00		139,234.00	139,234.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00			0.00	
TOTAL DISBURSEMENTS		3,531,446.00	3,489,447.00	3,400,568.00	3,458,730.00	5,406,392.00	0.00	44,715,455.00	44,715,455.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00			0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00			2,429,781.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,429,781.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							2,208,222.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	2,208,222.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	221,559.00	
E. NET INCREASE/DECREASE (B - C + D)		576,677.00	(165,400.00)	(1,215,043.00)	1,953,117.00	(2,018,124.00)	0.00	(3,304,848.00)	(3,526,407.00)
F. ENDING CASH (A + E)		13,973,499.00	13,808,099.00	12,593,056.00	14,546,173.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								12,528,049.00	

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Multiyear Projections
Unrestricted

34 67348 0000000
Form MYP

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 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	34,156,264.00	-4.16%	32,734,929.00	3.02%	33,722,988.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	621,841.00	0.00%	621,841.00	0.00%	621,841.00
4. Other Local Revenues	8600-8799	607,506.00	0.00%	607,506.00	0.00%	607,506.00
5. Other Financing Sources						
a. Transfers In	8900-8929	5,000.00	0.00%	5,000.00	0.00%	5,000.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	(5,026,512.00)	21.44%	(6,104,170.00)	0.00%	(6,104,170.00)
6. Total (Sum lines A1 thru A5c)		30,374,099.00	-8.23%	27,875,106.00	3.54%	28,863,165.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,665,260.00		14,723,510.70
b. Step & Column Adjustment				210,026.00		210,026.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				848,224.70		(29,831.30)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,665,260.00	7.74%	14,723,510.70	1.22%	14,903,705.40
2. Classified Salaries						
a. Base Salaries				5,282,702.43		5,722,315.00
b. Step & Column Adjustment				77,574.00		77,574.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				362,038.57		(10,400.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,282,702.43	8.32%	5,722,315.00	1.17%	5,789,489.00
3. Employee Benefits	3000-3999	6,381,873.00	13.66%	7,253,624.00	5.32%	7,639,204.00
4. Books and Supplies	4000-4999	806,037.00	0.00%	806,037.00	0.00%	806,037.00
5. Services and Other Operating Expenditures	5000-5999	2,313,142.98	0.00%	2,313,143.00	0.00%	2,313,143.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	96,618.00	-100.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(441,762.00)	0.00%	(441,762.00)	0.00%	(441,762.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	139,234.00	0.00%	139,234.00	0.00%	139,234.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,243,105.41	8.05%	30,516,101.70	2.07%	31,149,050.40
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		2,130,993.59		(2,640,995.70)		(2,285,885.40)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,819,200.67		6,950,194.26		4,309,198.56
2. Ending Fund Balance (Sum lines C and D1)		6,950,194.26		4,309,198.56		2,023,313.16
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		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	0.00		0.00		0.00
d. Assigned	9780	76,280.00		76,280.00		76,280.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		4,212,918.56		1,927,033.16
2. Unassigned/Unappropriated	9790	6,873,914.26		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		6,950,194.26		4,309,198.56		2,023,313.16

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Multiyear Projections
Unrestricted

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Form MYP

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		4,212,918.56		1,927,033.16
c. Unassigned/Unappropriated	9790	6,873,914.26		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					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		6,873,914.26		4,212,918.56		1,927,033.16

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.

Adjustments on B1d and B2d are due to Salary moved from unrestricted to restricted Esser Funds

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Multiyear Projections
Restricted

34 67348 0000000
Form MYP

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 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	10,023,874.00	-76.74%	2,331,770.00	0.00%	2,331,770.00
3. Other State Revenues	8300-8599	3,397,422.00	-15.87%	2,858,328.00	0.00%	2,858,328.00
4. Other Local Revenues	8600-8799	2,019,674.00	0.00%	2,019,674.00	0.00%	2,019,674.00
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	5,026,512.00	21.44%	6,104,170.00	0.00%	6,104,170.00
6. Total (Sum lines A1 thru A5c)		20,467,482.00	-34.95%	13,313,942.00	0.00%	13,313,942.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				5,083,186.00		4,251,292.80
b. Step & Column Adjustment				55,457.00		55,457.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(887,350.20)		(9,293.20)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,083,186.00	-16.37%	4,251,292.80	1.09%	4,297,456.60
2. Classified Salaries						
a. Base Salaries				2,740,495.00		2,099,050.00
b. Step & Column Adjustment				40,916.00		40,916.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(682,361.00)		(8,785.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,740,495.00	-23.41%	2,099,050.00	1.53%	2,131,181.00
3. Employee Benefits	3000-3999	4,422,436.00	-6.07%	4,153,802.00	2.84%	4,271,924.00
4. Books and Supplies	4000-4999	1,586,324.00	0.00%	1,586,324.00	0.00%	1,586,324.00
5. Services and Other Operating Expenditures	5000-5999	1,713,748.00	1.39%	1,737,505.00	1.37%	1,761,262.00
6. Capital Outlay	6000-6999	43,616.00	0.00%	43,616.00	0.00%	43,616.00
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	327,764.00	0.00%	327,764.00	0.00%	327,764.00
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)						
11. Total (Sum lines B1 thru B10)		15,917,569.00	-10.79%	14,199,353.80	1.55%	14,419,527.60
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		4,549,913.00		(885,411.80)		(1,105,585.60)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,576,242.40		8,126,155.40		7,240,743.60
2. Ending Fund Balance (Sum lines C and D1)		8,126,155.40		7,240,743.60		6,135,158.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	8,126,155.81		7,282,799.60		6,198,742.00
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	(0.41)		(42,056.00)		(63,584.00)
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		8,126,155.40		7,240,743.60		6,135,158.00

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Multiyear Projections
Restricted

34 67348 0000000
Form MYP

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
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.

Adjustments on B1d and B2d are due to Salary moved from unresticted to restricted Esser Funds

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Multiyear Projections
Unrestricted/Restricted

34 67348 0000000
Form MYP

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 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	34,156,264.00	-4.16%	32,734,929.00	3.02%	33,722,988.00
2. Federal Revenues	8100-8299	10,023,874.00	-76.74%	2,331,770.00	0.00%	2,331,770.00
3. Other State Revenues	8300-8599	4,019,263.00	-13.41%	3,480,169.00	0.00%	3,480,169.00
4. Other Local Revenues	8600-8799	2,627,180.00	0.00%	2,627,180.00	0.00%	2,627,180.00
5. Other Financing Sources						
a. Transfers In	8900-8929	5,000.00	0.00%	5,000.00	0.00%	5,000.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		50,841,581.00	-18.99%	41,189,048.00	2.40%	42,177,107.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,748,446.00		18,974,803.50
b. Step & Column Adjustment				265,483.00		265,483.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(39,125.50)		(39,124.50)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,748,446.00	1.21%	18,974,803.50	1.19%	19,201,162.00
2. Classified Salaries						
a. Base Salaries				8,023,197.43		7,821,365.00
b. Step & Column Adjustment				118,490.00		118,490.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(320,322.43)		(19,185.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,023,197.43	-2.52%	7,821,365.00	1.27%	7,920,670.00
3. Employee Benefits	3000-3999	10,804,309.00	5.58%	11,407,426.00	4.42%	11,911,128.00
4. Books and Supplies	4000-4999	2,392,361.00	0.00%	2,392,361.00	0.00%	2,392,361.00
5. Services and Other Operating Expenditures	5000-5999	4,026,890.98	0.59%	4,050,648.00	0.59%	4,074,405.00
6. Capital Outlay	6000-6999	43,616.00	0.00%	43,616.00	0.00%	43,616.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	96,618.00	-100.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(113,998.00)	0.00%	(113,998.00)	0.00%	(113,998.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	139,234.00	0.00%	139,234.00	0.00%	139,234.00
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)		44,160,674.41	1.26%	44,715,455.50	1.91%	45,568,578.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		6,680,906.59		(3,526,407.50)		(3,391,471.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		8,395,443.07		15,076,349.66		11,549,942.16
2. Ending Fund Balance (Sum lines C and D1)		15,076,349.66		11,549,942.16		8,158,471.16
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		20,000.00		20,000.00
b. Restricted	9740	8,126,155.81		7,282,799.60		6,198,742.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	76,280.00		76,280.00		76,280.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		4,212,918.56		1,927,033.16
2. Unassigned/Unappropriated	9790	6,873,913.85		(42,056.00)		(63,584.00)
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		15,076,349.66		11,549,942.16		8,158,471.16

Galt Joint Union Elementary
Sacramento County

July 1 Budget
General Fund
Multiyear Projections
Unrestricted/Restricted

34 67348 0000000
Form MYP

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		4,212,918.56		1,927,033.16
c. Unassigned/Unappropriated	9790	6,873,914.26		0.00		0.00
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999)	979Z	(0.41)		(42,056.00)		(63,584.00)
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)		6,873,913.85		4,170,862.56		1,863,449.16
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		15.57%		9.33%		4.09%
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?	No					
b. If you are the SELPA AU and are excluding special						
education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546,						
objects 7211-7213 and 7221-7223; enter projections						
for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
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)		3,401.38		3,401.38		3,401.38
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		44,160,674.41		44,715,455.50		45,568,578.00
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)		44,160,674.41		44,715,455.50		45,568,578.00
d. Reserve Standard Percentage Level						
(Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,324,820.23		1,341,463.67		1,367,057.34
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)		1,324,820.23		1,341,463.67		1,367,057.34
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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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): **3,401**

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 (2018-19)				
District Regular	3,481	3,478		
Charter School				
Total ADA	**3,481**	**3,478**	**0.1%**	**Met**
Second Prior Year (2019-20)				
District Regular	3,441	3,447		
Charter School				
Total ADA	**3,441**	**3,447**	**N/A**	**Met**
First Prior Year (2020-21)				
District Regular	3,402	3,401		
Charter School		0		
Total ADA	**3,402**	**3,401**	**0.0%**	**Met**
Budget Year (2021-22)				
District Regular	3,401			
Charter School	0			
Total ADA	**3,401**			

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)

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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): | 3,401 |

District's Enrollment Standard Percentage Level: | 1.0% |

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.

	Enrollment		Enrollment Variance Level (If Budget is greater	
Fiscal Year	Budget	CBEDS Actual	than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	3,433	3,580		
Charter School				
Total Enrollment	**3,433**	**3,580**	**N/A**	**Met**
Second Prior Year (2019-20)				
District Regular	3,610	3,546		
Charter School				
Total Enrollment	**3,610**	**3,546**	**1.8%**	**Not Met**
First Prior Year (2020-21)				
District Regular	3,546	3,546		
Charter School				
Total Enrollment	**3,546**	**3,546**	**0.0%**	**Met**
Budget Year (2021-22)				
District Regular	3,546			
Charter School				
Total Enrollment	**3,546**			

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)

1b.   STANDARD MET - Enrollment 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)

Due to declining enrollment

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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 (2018-19)			
District Regular	3,433	3,580	
Charter School		0	
Total ADA/Enrollment	**3,433**	**3,580**	**95.9%**
Second Prior Year (2019-20)			
District Regular	3,402	3,546	
Charter School			
Total ADA/Enrollment	**3,402**	**3,546**	**95.9%**
First Prior Year (2020-21)			
District Regular	3,401	3,546	
Charter School	0		
Total ADA/Enrollment	**3,401**	**3,546**	**95.9%**
		Historical Average Ratio:	95.9%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 96.4%

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 (2021-22)				
District Regular	3,401	3,546		
Charter School	0			
Total ADA/Enrollment	**3,401**	**3,546**	**95.9%**	**Met**
1st Subsequent Year (2022-23)				
District Regular	3,171	3,305		
Charter School				
Total ADA/Enrollment	**3,171**	**3,305**	**95.9%**	**Met**
2nd Subsequent Year (2023-24)				
District Regular	3,171	3,305		
Charter School				
Total ADA/Enrollment	**3,171**	**3,305**	**95.9%**	**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)

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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 COLA[1] 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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	3,411.37	3,411.37	3,189.92	3,189.92
b. Prior Year ADA (Funded)		3,411.37	3,411.37	3,189.92
c. Difference (Step 1a minus Step 1b)		0.00	(221.45)	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	-6.49%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		34,156,264.00	32,734,929.00	33,722,988.00
b1. COLA percentage		4.01%	2.48%	3.11%
b2. COLA amount (proxy for purposes of this criterion)		1,369,666.19	811,826.24	1,048,784.93
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		4.01%	2.48%	3.11%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		4.01%	-4.01%	3.11%
LCFF Revenue Standard (Step 3, plus/minus 1%):		3.01% to 5.01%	-5.01% to -3.01%	2.11% to 4.11%

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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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	6,681,753.00	6,681,753.00	6,681,753.00	6,681,753.00
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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	32,861,227.00	34,156,264.00	32,734,929.00	33,722,988.00
District's Projected Change in LCFF Revenue:		3.94%	-4.16%	3.02%
LCFF Revenue Standard:		3.01% to 5.01%	-5.01% to -3.01%	2.11% to 4.11%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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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.

	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio
Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2018-19)	26,044,579.70	28,342,425.47	91.9%
Second Prior Year (2019-20)	26,337,582.76	28,776,773.89	91.5%
First Prior Year (2020-21)	24,982,007.00	28,109,674.00	88.9%
		Historical Average Ratio:	90.8%

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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):	87.8% to 93.8%	87.8% to 93.8%	87.8% to 93.8%

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.

	Budget - Unrestricted (Resources 0000-1999)		Ratio	
Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2021-22)	25,329,835.43	28,103,871.41	90.1%	Met
1st Subsequent Year (2022-23)	27,699,449.70	30,376,867.70	91.2%	Met
2nd Subsequent Year (2023-24)	28,332,398.40	31,009,816.40	91.4%	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 MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	4.01%	-4.01%	3.11%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-5.99% to 14.01%	-14.01% to 5.99%	-6.89% to 13.11%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-.99% to 9.01%	-9.01% to .99%	-1.89% to 8.11%

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 (2020-21)	9,877,517.00		
Budget Year (2021-22)	10,023,874.00	1.48%	No
1st Subsequent Year (2022-23)	2,331,770.00	-76.74%	Yes
2nd Subsequent Year (2023-24)	2,331,770.00	0.00%	No

Explanation: (required if Yes) Due to declining enrollment and loss of federal covid monies

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	6,612,290.00		
Budget Year (2021-22)	4,019,263.00	-39.22%	Yes
1st Subsequent Year (2022-23)	3,480,169.00	-13.41%	Yes
2nd Subsequent Year (2023-24)	3,480,169.00	0.00%	No

Explanation: (required if Yes) Due to declining enrollment and loss of state covid monies

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	2,548,928.00		
Budget Year (2021-22)	2,627,180.00	3.07%	No
1st Subsequent Year (2022-23)	2,627,180.00	0.00%	No
2nd Subsequent Year (2023-24)	2,627,180.00	0.00%	No

Explanation: (required if Yes)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	3,826,185.00		
Budget Year (2021-22)	2,392,361.00	-37.47%	Yes
1st Subsequent Year (2022-23)	2,392,361.00	0.00%	No
2nd Subsequent Year (2023-24)	2,392,361.00	0.00%	No

Explanation: (required if Yes) Prior year carryovers have not been added to the 21/22 Budget

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

First Prior Year (2020-21)	5,241,130.00		
Budget Year (2021-22)	4,026,890.98	-23.17%	Yes
1st Subsequent Year (2022-23)	4,050,648.00	0.59%	No
2nd Subsequent Year (2023-24)	4,074,405.00	0.59%	No

Explanation: (required if Yes)	Prior year carryovers have not been added to the 21/22 Budget

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 (2020-21)	19,038,735.00		
Budget Year (2021-22)	16,670,317.00	-12.44%	Not Met
1st Subsequent Year (2022-23)	8,439,119.00	-49.38%	Not Met
2nd Subsequent Year (2023-24)	8,439,119.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	9,067,315.00		
Budget Year (2021-22)	6,419,251.98	-29.20%	Not Met
1st Subsequent Year (2022-23)	6,443,009.00	0.37%	Met
2nd Subsequent Year (2023-24)	6,466,766.00	0.37%	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)	Due to declining enrollment and loss of federal covid monies
Explanation: Other State Revenue (linked from 6B if NOT met)	Due to declining enrollment and loss of state covid monies
Explanation: Other Local Revenue (linked from 6B if NOT met)	

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)	Prior year carryovers have not been added to the 21/22 Budget
Explanation: Services and Other Exps (linked from 6B if NOT met)	Prior year carryovers have not been added to the 21/22 Budget

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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. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

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?

   No

   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

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	42,152,512.41			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
c. Net Budgeted Expenditures and Other Financing Uses	42,152,512.41	1,264,575.37	1,265,000.00	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)

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8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] 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 (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
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)	2,261,777.67	3,469,331.51	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	4,341,839.88
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(44,122.41)	(0.41)
e. Available Reserves (Lines 1a through 1d)	2,261,777.67	3,425,209.10	4,341,839.47
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	40,909,462.29	42,546,528.53	48,093,134.00
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)	40,909,462.29	42,546,528.53	48,093,134.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	5.5%	8.1%	9.0%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.8%**	**2.7%**	**3.0%**

[1]Available 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.

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

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 (2018-19)	787,876.42	28,673,924.59	N/A	Met
Second Prior Year (2019-20)	664,071.84	28,841,891.72	N/A	Met
First Prior Year (2020-21)	949,271.00	28,278,145.00	N/A	Met
Budget Year (2021-22) (Information only)	2,130,993.59	28,243,105.41		

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)

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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): 3,411

District's Fund Balance Standard Percentage Level: 1.0%

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 (2018-19)	787,876.42	2,420,510.41	N/A	Met
Second Prior Year (2019-20)	(250,456.00)	3,208,386.83	N/A	Met
First Prior Year (2020-21)	864,267.02	3,869,929.67	N/A	Met
Budget Year (2021-22) (Information only)	4,819,200.67			

[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)

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10. CRITERION: Reserves

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

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 $71,000 (greater of)	0	to	300
4% or $71,000 (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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,401	3,401	3,401
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?   **No**
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	44,160,674.41	44,715,455.50	45,568,578.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	44,160,674.41	44,715,455.50	45,568,578.00
4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,324,820.23	1,341,463.67	1,367,057.34
6.	Reserve Standard - by Amount ($71,000 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)**	**1,324,820.23**	**1,341,463.67**	**1,367,057.34**

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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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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)	0.00	4,212,918.56	1,927,033.16
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	6,873,914.26	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)	(0.41)	(42,056.00)	(63,584.00)
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	6,873,913.85	4,170,862.56	1,863,449.16
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	15.57%	9.33%	4.09%
District's Reserve Standard (Section 10B, Line 7):	1,324,820.23	1,341,463.67	1,367,057.34
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)

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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:

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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 (2020-21)	(4,640,693.00)			
Budget Year (2021-22)	(5,026,512.00)	385,819.00	8.3%	Met
1st Subsequent Year (2022-23)	(6,104,170.00)	1,077,658.00	21.4%	Not Met
2nd Subsequent Year (2023-24)	(6,104,170.00)	0.00	0.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2020-21)	5,000.00			
Budget Year (2021-22)	5,000.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	5,000.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	5,000.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2020-21)	168,471.00			
Budget Year (2021-22)	139,234.00	(29,237.00)	-17.4%	Not Met
1st Subsequent Year (2022-23)	139,234.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	139,234.00	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. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)	The Esser funds and AB86 funds were used for special programs

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)	

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

Explanation:
(required if NOT met)

Due to the cafeteria fund transfer

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

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S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] 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: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
Leases				
Certificates of Participation				
General Obligation Bonds	28	Fund 51/object 8600	Fund 51/objects 7438-7439	22,477,193
Supp Early Retirement Program	5	General Fund/object 8011	General Fund/object 3900	1,849,172
State School Building Loans				
Compensated Absences				

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

TOTAL:				24,326,365

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	1,704,487	1,677,627	1,730,466	1,747,091
Supp Early Retirement Program	287,470	381,081	381,081	381,081
State School Building Loans				
Compensated Absences	131,984			

Other Long-term Commitments (continued):

Total Annual Payments:	2,123,941	2,058,708	2,111,547	2,128,172
Has total annual payment increased over prior year (2020-21)?	No	No	No	Yes

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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)

> Added PARS retirement incentive

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)

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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)

Yes

2. For the district's OPEB:
   a. Are they lifetime benefits?

No

   b. Do benefits continue past age 65?

No

   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:

Retirees pay the amount above the cap per district policy

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

   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
   b. OPEB plan(s) fiduciary net position (if applicable)
   c. Total/Net OPEB liability (Line 4a minus Line 4b)
   d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
   e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

5,502,343.00
0.00
5,502,343.00
Actuarial
Jun 30, 2020

5. OPEB Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	540,614.00	540,614.00	540,614.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	261,311.00	261,311.00	261,311.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	174,905.00	207,659.00	224,526.00
d. Number of retirees receiving OPEB benefits	38	40	42

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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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

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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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	201.9	203.9	203.9	199.9

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.

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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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:

Galt Joint Union Elementary
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Negotiations Not Settled

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

| 190,603 |

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases			

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	1,914,364	1,914,364	1,914,364
3. Percent of H&W cost paid by employer	56.0%	56.0%	56.0%
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

| No |

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

| | |

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	220,996	220,996	220,996
3. Percent change in step & column over prior year	0.0%	0.0%	0.0%

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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?	No	No	No

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.):

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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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	204.5	210.1	207.5	205.5

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.

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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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   76,254

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases			

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

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	893,220	893,220	893,220
3.	Percent of H&W cost paid by employer	68.9%	68.9%	68.9%
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?   No
  If Yes, amount of new costs included in the budget and MYPs
  If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	99,305	99,305	99,305
3.	Percent change in step & column over prior year	0.0%	0.0%	0.0%

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

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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?	No	No	No

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.):

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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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	33.0	34.0	34.0	33.0

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?   No

   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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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   40,961

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	349,510	349,510	349,510
3. Percent of H&W cost paid by employer	56.8%	56.8%	56.8%
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	28,800	28,800	28,800
3. Percent change in step & column over prior year	0.0%	0.0%	0.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of other benefits included in the budget and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

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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, 2021

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

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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, 2021	Agenda Item: 202.213 Board Consideration of Approval of 2021-22 Single Plan for Student Achievement for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary, and Robert L. McCaffrey Middle School
Presenter: Donna Whitlock	Action Item: XX Information Item:

The Single Plans for Student Achievement (SPSA) reflect site-based implementation of Local Control Accountability Plan (LCAP) along with state and federal budget and plan requirements. The plans that were approved by the board in December 2020 have been updated to align with the two LCAP goals. Moving forward, SPSA plans will be on the same development cycle as the LCAP.

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 environments.

The Local Control Funding Formula 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, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable

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 upon trimester student performance data. The school single plans for student achievement will be posted on the GJUESD website for employee and community reference.

Attachments:
1. Lake Canyon Elementary Single Plan
2. Marengo Ranch Elementary Single Plan
3. River Oaks Elementary Single Plan
4. Valley Oaks Elementary Single Plan
5. Vernon E. Greer Elementary Single Plan
6. Robert L. McCaffrey Middle School Single Plan

School Year: **2021-22**

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	06/04/2021	

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)

X 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

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 Facilities Master Plan, 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 with students indicating a strong sense of engagement in school and a strong sense of 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:
School connectedness 76/ 82
Academic motivation 78/ 68
Caring adults in school 83/ 88
High expectations-adults in school 88 /96
Meaningful participation 38/ 52
Facilities upkeep 100/ 96
Parent involvement in schooling 87/ 79
Social and emotional learning supports 81 /93
Anti-bullying climate 78 /88
School Safety Grades 5/6 results by percentage:
Feel safe at school 86 /88
Feel safe on way to and from school 81 /92
Been hit or pushed 29/ 4
Mean rumors spread about you 24/ 0
Called bad names or target of mean jokes 29/ 15
Saw a weapon at school 19 /0
School Disciplinary Environment Grades 5/6 results by percentage:
Rule clarity 86/ 88
Students well behaved 67/ 85
Students treated fairly when break rules 67/ 72
Students treated with respect 90/ 96
Substance Use and Physical/Mental Health Grades 5/6 results by percentage:
Alcohol or drug use 24/ 23
Marijuana use 0/ 0
Cigarette use 0/ 0
Vaping 0/ 0
Late bedtime (after 10 pm) 36 /50
Experienced sadness 10/ 19

Key Indicators/Percent Agree/Strongly Agree from CalSCHLS Parent Survey completed by 145 families with an overall response of at least 75% of responses indicating Agree/Strongly Agree in key areas including-

actively seeks the input of parents before making important decisions. Elementary= 70%

promotes academic success for all students.
Elementary= 84%

motivates students to learn.
Elementary=86%

provides quality counseling or other ways to help students with social or emotional needs.
Elementary= 56%

has adults who really care about students.
Elementary= 89%

is a supportive and inviting place for students to learn.
Elementary= 93%

is a safe place for my child.
Elementary= 96%

promotes respect of all cultural beliefs and practices.
Elementary= 69%

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 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 Educational Personalized Learning Plans (PLPs) (personal goal-setting) .

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 coaches 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 develop Educational PLPs (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, the Galt Assisted Learning and Enrichment Program (GALEP), Service Learning, and First Five school readiness programs. In addition, 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, ABC High School Mentor tutoring, 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.

Monthly Response to Intervention (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 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.

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 under-performing 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, ABC High School Mentor tutoring, 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. 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, health assistant and school nurse, 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 Economic Impact Aid (EIA), Title I and Title III.

Stakeholder 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 advertised for school site council members via the school website during the months of August and September. Nominations and letters of interest where followed by the election of the current council members. Meeting dates for the school site council take place in early November, late February, and early June. Annual review takes place at the June meeting of the school site council.

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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.17%	0.18%	0.19%	1	1	1
African American	1.75%	2.71%	2.23%	10	15	12
Asian	3.67%	2.89%	1.86%	21	16	10
Filipino	1.40%	1.81%	1.67%	8	10	9
Hispanic/Latino	52.10%	51.26%	53.06%	298	284	286
Pacific Islander	1.22%	0.72%	1.11%	7	4	6
White	37.06%	38.09%	36.73%	212	211	198
Multiple/No Response	0.17%	0.36%	2.6%	1	2	3
			Total Enrollment	572	554	539

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	99	91	89
Grade 1	79	66	71
Grade 2	90	80	69
Grade3	70	87	81
Grade 4	76	66	86
Grade 5	89	75	68
Grade 6	69	89	75
Total Enrollment	572	554	539

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.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	135	107	103	23.6%	19.3%	19.1%
Fluent English Proficient (FEP)	45	45	35	7.9%	8.1%	6.5%
Reclassified Fluent English Proficient (RFEP)	4	20	9	3.2%	14.8%	8.4%

Conclusions based on this data:

1. This baseline English Learner data will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs 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. 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	68	86	68	68	85	68	68	85	97.1	100	98.8
Grade 4	86	74	67	86	73	66	86	73	66	100	98.6	98.5
Grade 5	65	88	76	62	88	74	62	88	74	95.4	100	97.4
Grade 6	95	70	89	93	70	88	93	70	88	97.9	100	98.9
All	316	300	318	309	299	313	309	299	313	97.8	99.7	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2437.	2437.	25.00	32.35	30.59	19.12	22.06	25.88	35.29	23.53	20.00	20.59	22.06	23.53
Grade 4	2442.	2476.	2472.	15.12	27.40	27.27	20.93	21.92	21.21	23.26	27.40	22.73	40.70	23.29	28.79
Grade 5	2473.	2516.	2528.	12.90	23.86	28.38	17.74	34.09	35.14	35.48	21.59	17.57	33.87	20.45	18.92
Grade 6	2505.	2522.	2537.	7.53	10.00	15.91	37.63	34.29	45.45	26.88	44.29	19.32	27.96	11.43	19.32
All Grades	N/A	N/A	N/A	14.56	23.41	25.24	24.92	28.43	32.59	29.45	28.76	19.81	31.07	19.40	22.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	23.53	35.29	33.82	52.94	42.35	42.65	23.53	22.35
Grade 4	13.95	24.66	31.82	48.84	57.53	43.94	37.21	17.81	24.24
Grade 5	12.90	36.36	28.38	45.16	39.77	55.41	41.94	23.86	16.22
Grade 6	22.58	20.00	30.68	51.61	61.43	45.45	25.81	18.57	23.86
All Grades	18.45	26.76	31.63	45.63	52.17	46.65	35.92	21.07	21.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	32.84	21.18	54.41	41.79	51.76	22.06	25.37	27.06
Grade 4	17.44	26.03	21.21	53.49	47.95	54.55	29.07	26.03	24.24
Grade 5	16.13	26.14	31.08	50.00	50.00	58.11	33.87	23.86	10.81
Grade 6	10.75	17.14	23.86	56.99	51.43	53.41	32.26	31.43	22.73
All Grades	16.50	25.50	24.28	54.05	47.99	54.31	29.45	26.51	21.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	22.06	27.06	63.24	66.18	61.18	11.76	11.76	11.76
Grade 4	5.81	19.18	25.76	59.30	65.75	59.09	34.88	15.07	15.15
Grade 5	12.90	20.45	27.03	59.68	67.05	56.76	27.42	12.50	16.22
Grade 6	15.05	20.00	22.73	65.59	64.29	67.05	19.35	15.71	10.23
All Grades	14.24	20.40	25.56	62.14	65.89	61.34	23.62	13.71	13.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.94	35.29	25.88	50.00	36.76	45.88	22.06	27.94	28.24
Grade 4	18.60	27.40	27.27	56.98	53.42	46.97	24.42	19.18	25.76
Grade 5	17.74	32.95	32.43	51.61	52.27	48.65	30.65	14.77	18.92
Grade 6	19.35	17.14	21.59	48.39	70.00	56.82	32.26	12.86	21.59
All Grades	20.71	28.43	26.52	51.78	53.18	49.84	27.51	18.39	23.64

Conclusions based on this data:

1. This baseline data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs 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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	70	68	86	69	68	85	69	68	85	98.6	100	98.8
Grade 4	86	74	67	86	72	66	86	72	66	100	97.3	98.5
Grade 5	65	88	76	62	88	75	62	88	75	95.4	100	98.7
Grade 6	95	70	89	94	69	89	94	69	89	98.9	98.6	100
All	316	300	318	311	297	315	311	297	315	98.4	99	99.1

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

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	2446.	2454.	2448.	23.19	32.35	27.06	33.33	20.59	28.24	23.19	33.82	24.71	20.29	13.24	20.00
Grade 4	2450.	2470.	2481.	5.81	13.89	25.76	23.26	31.94	16.67	47.67	33.33	37.88	23.26	20.83	19.70
Grade 5	2471.	2492.	2510.	11.29	15.91	26.67	16.13	17.05	17.33	29.03	32.95	24.00	43.55	34.09	32.00
Grade 6	2518.	2510.	2537.	13.83	10.14	25.84	26.60	23.19	22.47	26.60	37.68	25.84	32.98	28.99	25.84
All Grades	N/A	N/A	N/A	13.18	17.85	26.35	25.08	22.90	21.59	32.15	34.34	27.62	29.58	24.92	24.44

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	36.23	45.59	40.00	42.03	27.94	34.12	21.74	26.47	25.88
Grade 4	16.28	30.56	36.36	39.53	34.72	24.24	44.19	34.72	39.39
Grade 5	17.74	22.73	32.00	24.19	29.55	30.67	58.06	47.73	37.33
Grade 6	25.53	20.59	33.71	36.17	39.71	35.96	38.30	39.71	30.34
All Grades	23.79	29.39	35.56	36.01	32.77	31.75	40.19	37.84	32.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.64	26.47	30.59	55.07	47.06	48.24	20.29	26.47	21.18
Grade 4	9.30	18.06	28.79	54.65	51.39	34.85	36.05	30.56	36.36
Grade 5	9.68	12.50	28.00	37.10	51.14	44.00	53.23	36.36	28.00
Grade 6	21.28	14.49	21.35	39.36	55.07	49.44	39.36	30.43	29.21
All Grades	16.40	17.51	26.98	46.62	51.18	44.76	36.98	31.31	28.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.09	36.76	36.47	57.97	51.47	49.41	15.94	11.76	14.12
Grade 4	11.63	15.28	25.76	50.00	52.78	42.42	38.37	31.94	31.82
Grade 5	6.45	12.50	25.33	48.39	54.55	48.00	45.16	32.95	26.67
Grade 6	15.96	10.14	22.47	46.81	62.32	48.31	37.23	27.54	29.21
All Grades	15.11	18.18	27.62	50.48	55.22	47.30	34.41	26.60	25.08

Conclusions based on this data:

1. This baseline data will normally 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 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.6	*	1431.0	*	1429.7	*	24	9
Grade 1	1459.5	1451.2	1446.6	1471.3	1471.9	1430.6	25	17
Grade 2	1480.5	1499.6	1474.6	1513.7	1485.8	1485.2	18	22
Grade 3	1494.4	1486.0	1487.7	1474.2	1500.6	1497.2	17	17
Grade 4	1510.7	1532.4	1495.2	1525.6	1526.0	1538.8	13	16
Grade 5	*	1527.0	*	1512.2	*	1541.5	*	12
Grade 6	1558.6	*	1535.5	*	1581.3	*	11	9
All Grades							118	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	45.83	*	*	*	*	*	24	*
1	48.00	17.65	*	41.18	*	23.53	*	17.65	25	17
2	*	18.18	*	63.64	*	9.09		9.09	18	22
3	*	5.88	*	52.94	*	29.41	*	11.76	17	17
4	*	31.25	*	50.00	*	18.75	*	0.00	13	16
5	*	33.33	*	25.00		25.00		16.67	*	12
6	*	*	*	*		*		*	11	*
All Grades	29.66	23.53	46.61	45.10	16.95	21.57	*	9.80	118	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	54.17	*	*	*	*	*	24	*
1	*	35.29	*	35.29	*	17.65	*	11.76	25	17
2	61.11	59.09	*	27.27	*	4.55		9.09	18	22
3	*	17.65	70.59	47.06	*	17.65	*	17.65	17	17
4	*	50.00	*	43.75	*	6.25	*	0.00	13	16
5	*	41.67	*	33.33		8.33		16.67	*	12
6	*	*	*	*		*		*	11	*
All Grades	36.44	43.14	44.92	36.27	11.86	10.78	*	9.80	118	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	50.00	*	*	*	24	*
1	56.00	11.76	*	23.53	*	29.41	*	35.29	25	17
2	*	4.55	*	50.00	*	31.82	*	13.64	18	22
3		5.88	*	41.18	*	35.29	*	17.65	17	17
4	*	18.75	*	31.25	*	43.75	*	6.25	13	16
5	*	8.33	*	33.33		41.67		16.67	*	12
6	*	*	*	*	*	*		*	11	*
All Grades	33.05	12.75	30.51	36.27	25.42	33.33	11.02	17.65	118	102

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.83	*	*	*	*	*	24	*
1	68.00	58.82	*	35.29	*	5.88	25	17
2	66.67	59.09	*	31.82	*	9.09	18	22
3	*	17.65	70.59	70.59	*	11.76	17	17
4	*	37.50	*	62.50	*	0.00	13	16
5	*	16.67	*	75.00		8.33	*	12
6	*	*	*	*		*	11	*
All Grades	54.24	39.22	38.98	53.92	*	6.86	118	102

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	62.50	*	*	*	24	*
1	*	23.53	*	58.82	*	17.65	25	17
2	*	50.00	*	40.91		9.09	18	22
3	*	29.41	*	52.94	*	17.65	17	17
4	*	56.25	*	43.75	*	0.00	13	16
5	*	50.00	*	33.33		16.67	*	12
6	*	*	*	*		*	11	*
All Grades	41.53	42.16	46.61	46.08	11.86	11.76	118	102

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	62.50	*	*	*	24	*
1	64.00	23.53	*	29.41	*	47.06	25	17
2	*	4.55	*	86.36	*	9.09	18	22
3		0.00	64.71	64.71	*	35.29	17	17
4	*	12.50	*	81.25	*	6.25	13	16
5	*	33.33	*	41.67		25.00	*	12
6	*	*	*	*	*	*	11	*
All Grades	35.59	15.69	49.15	59.80	15.25	24.51	118	102

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	*	45.83	*	*	*	24	*
1	*	11.76	48.00	70.59	*	17.65	25	17
2	*	18.18	72.22	68.18	*	13.64	18	22
3	*	11.76	*	82.35	*	5.88	17	17
4	*	43.75	*	56.25		0.00	13	16
5	*	8.33	*	83.33		8.33	*	12
6	*	*	*	*		*	11	*
All Grades	38.14	24.51	55.08	65.69	*	9.80	118	102

Conclusions based on this data:

1. This data will normally inform the instruction and PLPs for our English Learners. Conclusions drawn from this data includes 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

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
554	**51.1**	**19.3**	**0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	107	19.3
Foster Youth	0	0
Homeless	10	1.8
Socioeconomically Disadvantaged	283	51.1
Students with Disabilities	70	12.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	2.7
American Indian	1	0.2
Asian	16	2.9
Filipino	10	1.8
Hispanic	284	51.3
Two or More Races	11	2.0
Pacific Islander	4	0.7
White	211	38.1

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs 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, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. School site goal is to continue movement to the green dashboard domain for all areas.

2. Add conclusion

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
10.2 points above standard	28.7 points below standard	0 Students
Increased ++3.7 points	Declined -9.3 points	
307	89	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	17.7 points below standard	57.5 points below standard
6	Declined -3.8 points	Increased Significantly ++15.6 points
	170	51

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	1	8	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
8.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	36 points above standard
Declined -3.5 points			Increased ++11.3 points
166	2	4	116

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.2 points below standard	31.1 points above standard	23.2 points above standard
Declined -12.2 points	Increased ++8.8 points	Increased ++7.7 points
51	38	210

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs 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 site goal is to continue movement to the green dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase from the orange toward the green with results moving from 28.7 and 17.7 points below standard respectively toward scores at standard.

2. Add conclusion

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	
4.1 points below standard	39.2 points below standard	
Increased ++13.6 points	Increased ++9.4 points	
307	89	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	28.4 points below standard	66 points below standard
	Increased ++11.4 points	Increased Significantly ++39.6 points
6	170	51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	1	8	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
24.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	27.3 points above standard
Increased ++6.1 points			Increased Significantly ++27.9 points
166	2	4	116

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.9 points below standard	3.4 points below standard	7.5 points above standard
Increased ++4 points	Increased Significantly ++24 points	Increased ++12.6 points
51	38	210

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 the green dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase from the yellow toward the green with results moving from 32.9 and 28.4 points below standard respectively toward scores at standard.

2. Add conclusion

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.1 making progress towards English language proficiency
Number of EL Students: 89
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	38.2	6.7	39.3

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 PLPs 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. 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 green dashboard domain for all areas.

2. add conclusion

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
9.5	7.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4	Declined -2.1	1
571	114	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
35.7	13	15.8
Increased +28.6	Declined -2.3	Declined -3.6
14	293	95

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
26.7	Less than 11 Students - Data Not Displayed for Privacy	6.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.5		Declined -2.8	
	1		10
15		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
11.8	21.4	Less than 11 Students - Data Not Displayed for Privacy	3.7
Maintained +0.1	Increased +1.4		Declined Significantly -3.7
		4	
297	14		214

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs 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, 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 movement to the green dashboard domain for all areas.

2. Add conclusion

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Maintained 0	1
575	115	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
0	0	0
Maintained 0	Maintained 0	Declined 0
18	297	96

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 1	0	Less than 11 Students - Data 10
Maintained 0		Maintained 0	
15		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data 4	0
Declined -0.3	Maintained 0		Maintained 0
301	14		214

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.2	0

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.

2. add conclusion

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 TK-grade 6 learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Identified Need

In 2019 the following were identified as areas of need:

According to our Measures of Academic Progress (MAP) assessment, less than 60% of students met or exceeded their math and ELA personal growth targets.

The previous year's CAASPP ELA and math percentages of students who meet or exceed standards are lower than expected: 56% and 48%.

Current Lake Canyon reclassification is less than 25%.

Achievement Gap: Stakeholder groups agree that the Covid-19 pandemic has undone months of academic gains, widened the achievement gap, and has left struggling readers even further behind.

Through distance learning, learner attendance and engagement decreased over time as the 20-21 school year progressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Misassignments of teachers will remain at 0.	Misassignments of teachers are 0	Expected misassignments of teachers will be 0
Students in the 60th percentile and higher for Math on NWEA MAP will increase 5% each year.	Students in the 60th percentile and higher for Math on NWEA MAP is 37% .	Students expected to be in the 60th percentile and higher for math on NWEA MAP will increase to 42%.
Students in the 60th percentile and higher for reading on NWEA MAP will increase 5% each year. .	Students in the 60th percentile and higher for Reading on NWEA MAP is 38% .	Students expected to be in the 60th percentile and higher for reading on NWEA MAP will increase to 43%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	2019 CA Dashboard All students: GREEN, 4.1 points below standard White: BLUE, 27.3 points above standard Hispanic: ORANGE, 24.3 points below standard Socioeconomically Disadvantaged: YELLOW, 28.4 points below standard Students with Disabilities: YELLOW, 66 points below standard All English Learners: YELLOW 39.2 points below standard	All students: GREEN, 5.9 points above standard White: BLUE, 37.3 points above standard Hispanic: ORANGE, 14.3 points below standard Socioeconomically Disadvantaged: YELLOW, 18.4 points below standard Students with Disabilities: YELLOW, 56 points below standard • All English Learners: YELLOW 29.2 points below standard
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in ELA.	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	All students: GREEN, 20.2 points above standard White: GREEN, 46 points above standard Hispanic: ORANGE, 1.3 points above standard Socioeconomically Disadvantaged: ORANGE, 7.7 points below standard Students with Disabilities: YELLOW, 47.5 points below standard All English Learners: ORANGE 18.7 points below standard
TK-2nd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5%.	TK-2nd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) is 70%	TK-2nd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5% to 75%.
School English Learner reclassification rate will increase by 3%.	School English Learner reclassification rate is 15%	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%.	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%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.	TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS is at 100%.	TK-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%.	Students utilizing technological resources as needed in order to support academic growth is 100%.	Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	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".	The school's California School Dashboard Academic Indicator for Mathematics change indicates the status of "green".	The school's California School Dashboard Academic Indicator for Mathematics change will indicate "Increased" demonstrating progress to remain in the status of "green".
The school's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress towards a Status of "green".	The school's California School Dashboard Academic Indicator for ELA change indicates the status of ".yellow".	The school's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress to the status of "green".
The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green".	The school's California School Dashboard Academic Indicator for English Learner Progress change indicates the status of "yellow".	The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress to the status of "green".
The participation rate of 3rd-8th grade Students With Disabilities taking the the Mathematics & ELA CAASPP will meet or exceed 95%.	2019 CA Dashboard Participation rate of 3rd-8th grade Students With Disabilities the Mathematics 100% ELA 100%	Participation rate of 3rd-8th grade Students With Disabilities the Mathematics 100% ELA 100%

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

PLPs implemented pre-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)
500.00	Title I 4000-4999: Books And Supplies Headed2 LLC
775.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
671.44	Title I 4000-4999: Books And Supplies School Datebooks
1,658.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Time - Extended Day Support
34.10	Title I 4000-4999: Books And Supplies Amazon
1,791.00	Title I 4000-4999: Books And Supplies ESGI
6,479.62	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
85,122.83	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants/Bilingual Instructional Assistants
170.00	Title I 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)
350.00	LCFF - Supplemental None Specified ELPAC

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

TK-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)
656.02	Title I None Specified Sub IA
400.00	Title I 2000-2999: Classified Personnel Salaries Extra Time
65.00	LCFF - Supplemental None Specified Sub IA

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)
71.95	Title I 4000-4999: Books And Supplies Center for the Collaborative Classroom
137.55	Title I 4000-4999: Books And Supplies All About Learning Press, Inc
705.64	Title I 4000-4999: Books And Supplies Amazon
302.25	LCFF - Supplemental 4000-4999: Books And Supplies Center for the Collaborative Classroom
368.37	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
45.00	Title I 4000-4999: Books And Supplies Great Minds
289.03	Title I 4000-4999: Books And Supplies Scholastic

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)
88.69	Title I 4000-4999: Books And Supplies Starfall Education
135.00	Title I 4000-4999: Books And Supplies Time for Kids
2,220.32	Title I 4000-4999: Books And Supplies Studies Weekly
500.00	Title I 4000-4999: Books And Supplies Nepris, Inc.
4,500.00	LCFF - Supplemental 4000-4999: Books And Supplies Greenfield Learning Inc

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 for all learners as measured by PLP 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.

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)
345.00	Title I

	None Specified
	Release Time

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)
978.60	Title I 5800: Professional/Consulting Services And Operating Expenditures Hope King Teaching Resources Inc
80.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time - Professional Development Trainings
2,460.00	Title I 2000-2999: Classified Personnel Salaries Extra Time - Professional Development Trainings
120.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time - Professional Development
150.00	Title I 1000-1999: Certificated Personnel Salaries Extra 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 will be built and offered both virtually and in-person 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)
172.35	Title I 4000-4999: Books And Supplies Aftershokz
52.23	Title I 4000-4999: Books And Supplies Really Good Stuff
597.02	Title I 4000-4999: Books And Supplies Troxell Communications Inc
94.94	Title I 4000-4999: Books And Supplies Hue HD
1,107.94	Title I 4000-4999: Books And Supplies Amazon

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)
350.00	Title I None Specified Release Time
100.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time
780.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Extra Time

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 learning environments.

Goal 2

Promoting TK-grade 6 whole learner development through social and emotional learning opportunities in a variety of learning environments.

Identified Need

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: The 2019 California School Dashboard indicates that Chronic Absenteeism increased for every significant sub group and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance is below 95%

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.) and the district MTSS Committee identified the need to make SEL a priority and integrated throughout the school day

School Closure/Distance Learning: The COVID-19 pandemic has exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students are feeling safe, engaged and hopeful per the Cal Schools Survey.	Students are hopeful and engaged per the Cal Schools Survey. School Engagement and Supports Grades 5/6 results by percentage: School connectedness† 76/ 82	Students will take the Cal Schools Survey and results will continue to improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Academic motivation† 78/ 68 Caring adults in school† 83/ 88 High expectations-adults in school† 88 /96 Meaningful participation† 38/ 52 Facilities upkeep† 100/ 96 Parent involvement in schooling† 87/ 79 Social and emotional learning supports† 81 /93 Anti-bullying climate† 78 /88 School Safety Grades 5/6 results by percentage: Feel safe at school† 86 /88 Feel safe on way to and from school† 81 /92 Been hit or pushed 29/ 4 Mean rumors spread about you 24/ 0 Called bad names or target of mean jokes 29/ 15 Saw a weapon at school 19 /0 School Disciplinary Environment Grades 5/6 results by percentage: Rule clarity† 86/ 88 Students well behaved† 67/ 85 Students treated fairly when break rules† 67/ 72 Students treated with respect† 90/ 96 Substance Use and Physical/Mental Health Grades 5/6 results by percentage: Alcohol or drug use 24/ 23 Marijuana use 0/ 0 Cigarette use 0/ 0 Vaping 0/ 0 Late bedtime (after 10 pm) 36 /50 Experienced sadness† 10/ 19	
Chronic absenteeism is decrease by 1%	2019 CA Dashboard All students: GREEN, 9.5% chronically absent	All students: GREEN, 8.5% chronically absent White: BLUE, 2.7% chronically absent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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	Hispanic: YELLOW, 10.8% chronically absent Socioeconomically Disadvantaged: YELLOW, 12% chronically absent Students with Disabilities: YELLOW, 14.8% chronically absent All English Learners: GREEN 6.9% chronically absent
School attendance will be maintained at 96% or greater.	School attendance rate is 96%	School attendance rate will be maintained at 96% or greater.
School suspension rate will remain at 0.	2019 CA Dashboard All students: BLUE, 0% suspended at least once White: BLUE, 0% suspended at least once Hispanic: BLUE, 0% suspended at least once Socioeconomically Disadvantaged: BLUE, 0% suspended at least once Students with Disabilities: BLUE, 0% suspended at least once All English Learners: BLUE, 0% suspended at least once	School suspension rate will remain: BLUE, 0% suspended at least once
School expulsion rate will remain at 0.	School expulsion rate is 0.	School expulsion rate will remain at 0.
Parent engagement/use of the school's Parent Portal will increase by 5%.	Parent engagement as measured by the use of the school's parent portal is 55%.	Parent use of the school's parent portal will be 60% 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...)	Five or more opportunities exist 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...)	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	CalSCHLs Parent survey was completed by 145 families with	Parent survey will be completed by a minimum of 60

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%.	an overall response of at least 75% of responses indicating Agree/Strongly Agree in key areas including- actively seeks the input of parents before making important decisions. Elementary= 70% promotes academic success for all students. Elementary= 84% motivates students to learn. Elementary=86% provides quality counseling or other ways to help students with social or emotional needs. Elementary= 56% has adults who really care about students. Elementary= 89% is a supportive and inviting place for students to learn. Elementary= 93% is a safe place for my child. Elementary= 96% promotes respect of all cultural beliefs and practices. Elementary= 69%	families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.
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.	Lake Canyon offers a wide variety of tech integration learning programs and opportunities in an extended day setting based around student strengths and interests.	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.
Student health, wellness and social-emotional well-being will be prioritized during the school	Student health, wellness and social-emotional well-being are prioritized during the school	Student health, wellness and social-emotional well-being will be prioritized during the school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
day and as part of extended day offerings at the school site.	day and as part of extended day offerings at the school site.	day and as part of extended day offerings at the school site.
At least 40% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)	40.4% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)	By the summer of 2022, 50% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)

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 is 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.

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)
1,200.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Kader Camp Inc
800.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Lifechangers Intl

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 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.

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 MTSS - Student Intervention Support

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)
1,700.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Gennifer Choldenko
98.42	Title I 4000-4999: Books And Supplies Amazon

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 plans for all learners as measured by PLP 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.

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)
119.06	Title I 4000-4999: Books And Supplies Amazon
96.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Zoom Tech Night for Parents
475.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting

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 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)
154.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Brigham Young University

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)
1,200.00	Title I 4000-4999: Books And Supplies GoNoodle Inc
26.61	Title I 4000-4999: Books And Supplies WalMart
47.84	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries SEL Readiness
400.00	Title I 2000-2999: Classified Personnel Salaries Games Jamboree
75.76	Title I 4000-4999: Books And Supplies Amazon
350	Title I None Specified Extra Time

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	$56,039
Total Federal Funds Provided to the School from the LEA for CSI	$56,039
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$122,267.58

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	$21,436.04
Title I Part A: Parent Involvement	$571.00
Title III	$6,479.62

Subtotal of additional federal funds included for this school: $28,486.66

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	$93,780.92

Subtotal of state or local funds included for this school: $93,780.92

Total of federal, state, and/or local funds for this school: $122,267.58

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	93,310	-470.92
Title I	48,271	26,834.96
Title I Part A: Parent Involvement	1,289	718.00
Title III	6,479	-0.62

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	93,780.92
Title I	21,436.04
Title I Part A: Parent Involvement	571.00
Title III	6,479.62

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,271.84
2000-2999: Classified Personnel Salaries	96,972.45
4000-4999: Books And Supplies	15,904.67
5800: Professional/Consulting Services And Operating Expenditures	4,832.60
None Specified	2,286.02

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,805.84
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	86,757.83

4000-4999: Books And Supplies	LCFF - Supplemental	4,802.25
None Specified	LCFF - Supplemental	415.00
1000-1999: Certificated Personnel Salaries	Title I	370.00
2000-2999: Classified Personnel Salaries	Title I	3,260.00
4000-4999: Books And Supplies	Title I	11,102.42
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,832.60
None Specified	Title I	1,871.02
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	96.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	475.00
2000-2999: Classified Personnel Salaries	Title III	6,479.62

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	115,424.89
Goal 2	6,842.69

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
Valerie Seamons	Classroom Teacher
Alicia Lopez	Classroom Teacher
Keturah Samuels	Parent or Community Member
Patricia Lopez	Parent or Community Member
Maricela Oregel	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
	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 June 4, 2021.

Attested:

	Principal, Judith P Hayes on 6/4/21
	SSC Chairperson, Fred Sheldon on 6/4/2021

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

● Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements
This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i.   strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i.   strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

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	November 19, 2020 (updated June15, 2021)	

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)

X 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

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 low with only 23% of fifth graders and 0% 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. For school discipline, students felt that the rules were clear, students behave appropriately, and students are treated with respect. Substance use is not an issue at school. Meaningful participation at school and Interest in schoolwork done at school are two areas that ranked low, indicating there is room for improvement in this category.

For the parent survey, families indicated they were active partners with the school in educating their children (90%).   Due to pandemic limitations, restrictions were in place for parent volunteers, parent participation at school, etc.   Parents feel that the school is a safe place for their children, and has adults who really care about students. School facilities are clean and well-maintained.

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 their is a great sense of trust and collegiality among staff. One area the staff would like to focus on is supporting students with special needs.

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.

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

Professional Learning Communities (PLCs) continue to provide focus for high 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. 2020 and 2021 professional development focused on technology tools designed to support remote student learning.

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 provide focus for high student achievement.

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 (CCSS) 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 may be 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)

SWP 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.

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)

SWP 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. Educator Effectiveness Funding will support teachers with professional development opportunities.

Stakeholder 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 and Parent Teacher Kids Club Board have all met in the fall of 2020 to review and approved the SPSA. Approval date 11/19/2020. Revised SPSA was developed through feedback from DAC members.

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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.37%	0.19%	0.36%	2	1	2
African American	0.74%	0.94%	0.91%	4	5	5
Asian	3.33%	3.01%	3.27%	18	16	18
Filipino	0.74%	0.56%	0.54%	4	3	3
Hispanic/Latino	43.99%	44.36%	47.19%	238	236	260
Pacific Islander	0.92%	0.75%	0.36%	5	4	2
White	46.77%	46.43%	43.56%	253	247	240
Multiple/No Response	%	%	3.63%			1
			Total Enrollment	541	532	551

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	98	89	83
Grade 1	65	79	82
Grade 2	79	67	82
Grade3	67	87	70
Grade 4	71	72	86
Grade 5	65	68	73
Grade 6	96	70	75
Total Enrollment	541	532	551

Student Enrollment by Grade Level

Conclusions based on this data:

1. Marengo Ranch continues to face declining concerns; however, School of Choice allows for more students 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**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	56	53	48	10.4%	10.0%	8.7%
Fluent English Proficient (FEP)	52	49	55	9.6%	9.2%	10.0%
Reclassified Fluent English Proficient (RFEP)	17	11	11	26.2%	19.6%	20.8%

Conclusions based on this data:

1. English Learner enrollment is declining each year.

2. The number of Fluent Proficient Students is down slightly from the previous school year.

3. The number of students reclassified at Fluent English proficient has increased by over 10%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	\multicolumn{3}{c}{# of Students Enrolled}			\multicolumn{3}{c}{# of Students Tested}			\multicolumn{3}{c}{# of Students with}			\multicolumn{3}{c}{% of Enrolled Students}		
	Overall Participation for All Students
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	66	86	71	66	86	71	66	86	100	100	100
Grade 4	69	68	70	66	67	70	66	67	70	95.7	98.5	100
Grade 5	96	66	68	96	64	68	96	64	68	100	97	100
Grade 6	97	95	73	96	95	71	96	94	71	99	100	97.3
All	333	295	297	329	292	295	329	291	295	98.8	99	99.3

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2414.	2443.	2444.	12.68	28.79	36.05	35.21	31.82	26.74	28.17	18.18	22.09	23.94	21.21	15.12
Grade 4	2442.	2472.	2473.	18.18	26.87	27.14	16.67	26.87	27.14	33.33	25.37	22.86	31.82	20.90	22.86
Grade 5	2485.	2515.	2502.	13.54	25.00	20.59	31.25	26.56	33.82	25.00	34.38	16.18	30.21	14.06	29.41
Grade 6	2480.	2517.	2525.	7.29	11.70	14.08	20.83	30.85	36.62	33.33	35.11	25.35	38.54	22.34	23.94
All Grades	N/A	N/A	N/A	12.46	21.99	25.08	26.14	29.21	30.85	29.79	28.87	21.69	31.61	19.93	22.37

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.54	28.79	32.56	46.48	50.00	48.84	30.99	21.21	18.60
Grade 4	22.73	34.33	31.43	48.48	40.30	42.86	28.79	25.37	25.71
Grade 5	20.83	32.81	29.41	47.92	56.25	47.06	31.25	10.94	23.53
Grade 6	13.54	22.34	22.54	43.75	46.81	52.11	42.71	30.85	25.35
All Grades	19.45	28.87	29.15	46.50	48.11	47.80	34.04	23.02	23.05

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.31	33.33	26.74	53.52	43.94	56.98	28.17	22.73	16.28
Grade 4	15.15	25.37	22.86	53.03	47.76	52.86	31.82	26.87	24.29
Grade 5	25.00	28.13	25.00	50.00	46.88	51.47	25.00	25.00	23.53
Grade 6	12.50	15.96	15.49	42.71	58.51	63.38	44.79	25.53	21.13
All Grades	17.93	24.74	22.71	49.24	50.17	56.27	32.83	25.09	21.02

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	8.45	19.70	19.77	77.46	63.64	65.12	14.08	16.67	15.12
Grade 4	7.58	20.90	14.29	57.58	61.19	64.29	34.85	17.91	21.43
Grade 5	7.29	17.19	13.24	73.96	73.44	61.76	18.75	9.38	25.00
Grade 6	9.38	17.02	11.27	65.63	63.83	73.24	25.00	19.15	15.49
All Grades	8.21	18.56	14.92	69.00	65.29	66.10	22.80	16.15	18.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	18.31	34.85	24.42	54.93	54.55	59.30	26.76	10.61	16.28
Grade 4	15.15	20.90	21.43	59.09	61.19	55.71	25.76	17.91	22.86
Grade 5	16.67	31.25	22.06	51.04	53.13	50.00	32.29	15.63	27.94
Grade 6	8.33	26.60	19.72	59.38	56.38	56.34	32.29	17.02	23.94
All Grades	14.29	28.18	22.03	55.93	56.36	55.59	29.79	15.46	22.37

Conclusions based on this data:

1. All grade levels increased in the % of students who met and exceeded standards - From 38.60% in 2016-2017 to 55.26% in 2018-2019

2. 3rd grade demonstrated a 62.79% of students exceeding or meeting standards.

3. Students performing at the below standard range decreased in the area of writing. This was an area of focus last year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	66	86	71	66	86	71	66	86	100	100	100
Grade 4	69	68	70	67	67	70	67	67	70	97.1	98.5	100
Grade 5	96	66	68	95	64	68	95	64	68	99	97	100
Grade 6	97	95	73	96	95	72	96	95	72	99	100	98.6
All	333	295	297	329	292	296	329	292	296	98.8	99	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2416.	2427.	2431.	7.04	10.61	13.95	38.03	33.33	33.72	32.39	34.85	23.26	22.54	21.21	29.07
Grade 4	2452.	2457.	2455.	7.46	11.94	7.14	32.84	29.85	25.71	29.85	31.34	40.00	29.85	26.87	27.14
Grade 5	2479.	2501.	2507.	13.68	15.63	22.06	21.05	15.63	16.18	28.42	42.19	35.29	36.84	26.56	26.47
Grade 6	2487.	2516.	2509.	9.38	16.84	11.11	13.54	20.00	23.61	33.33	34.74	34.72	43.75	28.42	30.56
All Grades	N/A	N/A	N/A	9.73	14.04	13.51	24.92	24.32	25.34	31.00	35.62	32.77	34.35	26.03	28.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.08	25.76	24.42	54.93	43.94	38.37	30.99	30.30	37.21
Grade 4	13.43	26.87	15.71	38.81	31.34	37.14	47.76	41.79	47.14
Grade 5	22.11	20.31	30.88	32.63	48.44	30.88	45.26	31.25	38.24
Grade 6	16.67	23.16	13.89	28.13	37.89	41.67	55.21	38.95	44.44
All Grades	17.02	23.97	21.28	37.39	40.07	37.16	45.59	35.96	41.55

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.94	24.24	24.42	52.11	48.48	50.00	23.94	27.27	25.58
Grade 4	13.43	17.91	14.29	47.76	53.73	45.71	38.81	28.36	40.00
Grade 5	10.53	21.88	19.12	47.37	51.56	55.88	42.11	26.56	25.00
Grade 6	9.38	15.79	15.28	45.83	49.47	51.39	44.79	34.74	33.33
All Grades	13.68	19.52	18.58	48.02	50.68	50.68	38.30	29.79	30.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.68	21.21	27.91	61.97	60.61	50.00	25.35	18.18	22.09
Grade 4	14.93	17.91	12.86	52.24	50.75	51.43	32.84	31.34	35.71
Grade 5	9.47	14.06	19.12	43.16	54.69	50.00	47.37	31.25	30.88
Grade 6	11.46	12.63	15.28	38.54	55.79	44.44	50.00	31.58	40.28
All Grades	11.85	16.10	19.26	47.72	55.48	48.99	40.43	28.42	31.76

Conclusions based on this data:

1. Overall growth was down slightly in 2018-2019 from 38.36% to 37.12%.

2. 4th Grade had fewer students scoring at the exceeding and meeting standards levels.

3. Area to focus on: Concepts and Procedures. Applying mathematical concepts and procedures. Scores above and at or near standard declined in the area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1437.8	*	1433.4	*	1447.6	*	12	8
Grade 1	*	1471.7	*	1462.9	*	1480.2	*	15
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
All Grades							50	51

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	13.33		53.33		26.67		6.67	*	15
2	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	48.00	19.61	26.00	49.02	*	25.49	*	5.88	50	51

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	0.00	*	73.33		20.00		6.67	*	15
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	58.00	23.53	22.00	58.82	*	11.76	*	5.88	50	51

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	26.67	*	13.33		53.33		6.67	*	15
2	*	*	*	*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	40.00	13.73	24.00	33.33	22.00	49.02	*	3.92	50	51

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	60.00		40.00		0.00	*	15
2	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	62.00	33.33	26.00	62.75	*	3.92	50	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	0.00	*	86.67		13.33	*	15
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	60.00	29.41	28.00	62.75	*	7.84	50	51

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	40.00		53.33		6.67	*	15
2	*	*	*	*	*	*	*	*
All Grades	36.00	21.57	40.00	58.82	24.00	19.61	50	51

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	91.67	*		*	*	*	12	*
1	*	13.33	*	86.67		0.00	*	15
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	52.00	17.65	42.00	80.39	*	1.96	50	51

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. Test scores are lower this year compared to the initial test year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
532	**45.9**	**10.0**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	53	10.0
Foster Youth	3	0.6
Homeless	10	1.9
Socioeconomically Disadvantaged	244	45.9
Students with Disabilities	78	14.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.9
American Indian	1	0.2
Asian	16	3.0
Filipino	3	0.6
Hispanic	236	44.4
Two or More Races	20	3.8
Pacific Islander	4	0.8
White	247	46.4

Conclusions based on this data:

1. Nearly 43% of students enrolled at Marengo Ranch are disadvantaged.

2. Hispanic and White student populations make up the majority of the student demographic enrollment.

3. Students with disabilities and English Learners reflect nearly 25% of the student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Marengo Ranch shows adequate performance and growth in ELA and mathematics.

2. Chronic Absenteeism is very low, but has dipped into the yellow range.

3. Suspension rates are low and are in the green range.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
3.2 points above standard	37.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.5 points	Declined -11 points	2
291	49	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	27.2 points below standard	65.1 points below standard
7	Declined -4.5 points	Increased Significantly ++32 points
	141	41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	1	9	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
20.4 points below standard	12.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	23.4 points above standard
Declined -5 points	Declined -6.3 points		Increased ++4 points
130	11	4	132

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84.1 points below standard	3.1 points below standard	11.8 points above standard
Declined -3.1 points	Declined -4.1 points	Increased ++3.8 points
21	28	234

Conclusions based on this data:

1. English Learners, Hispanic, and Socioeconomically Disadvantaged students have shown increases in scores, but are still below the standard.

2. Scores for students with disabilities has also increased slightly.

3. Materials for special education students have been purchased for ELA and math programs have been previewed for potential purchasing.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
21.7 points below standard	63.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.3 points	Declined -12.5 points	2
292	50	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	43.6 points below standard	72.6 points below standard
7	Increased ++3.8 points	Increased Significantly ++60.1 points
	142	42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	1	9	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
44.2 points below standard	16.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	1.2 points below standard
Maintained -1.8 points	Increased Significantly ++20.7 points	4	Increased ++9.1 points
131	11		132

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.2 points below standard	50.6 points below standard	11.6 points below standard
Increased ++12.3 points	Declined Significantly -21.2 points	Increased ++5.3 points
21	29	234

Conclusions based on this data:

1. EL's and Hispanic subgroup scores have dropped into the red range.

2. Students with disabilities have improved and are in the yellow range.

3. Math is an area of focus for our school and for our special education classrooms.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.1 making progress towards English language proficiency
Number of EL Students: 42
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	38.0	4.7	33.3

Conclusions based on this data:

1. 5 students scored in the Level 1, Beginning Stage.

2. 74% of our English Learners scored in the Level 3 and 4 ranges.

3. 8 students scored in the Level 2, somewhat Developed range.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
6.2	8.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Declined -3	3
546	59	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
50	10.9	9.4
Increased +35.7	Increased +2.5	Declined -2.5
14	257	96

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.3	Less than 11 Students - Data Not Displayed for Privacy
5	1	Increased +0.7	3
		16	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
8.3	5	Less than 11 Students - Data Not Displayed for Privacy	4.7
Increased +1.7	Declined -6.1	4	Declined -0.7
242	20		255

Conclusions based on this data:

1. The 2019/2020 chronic absenteeism rate for Marengo Ranch was 8.7%

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.5	0	Less than 11 Students - Data Not Displayed for Privacy
		3
Increased +0.5	Maintained 0	
553	59	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
0	1.2	1
Maintained 0	Increased +1.2	Increased +1
15	260	96

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 1	0	Less than 11 Students - Data Not Displayed for Privacy 3
		Maintained 0 16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
1.2	0	Less than 11 Students - Data Not Displayed for Privacy 4	0
Increased +1.2 244	Maintained 0 20		Maintained 0 260

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0.5

Conclusions based on this data:

1. In 2019/2020, 7 students were suspended for physical altercations at school.

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

GJUESD 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. California School Dashboard (2019) data indicates the following:

- For Mathematics: The 2019 California Dashboard indicated 4 student groups below the Green Performance Level: Students with Disabilities and Socioeconomically Disadvantaged (Yellow), and English Learners and Hispanic (Orange).

- For English Language Arts: The 2019 California Dashboard indicates 4 student groups below the Green Performance Level: Students with Disabilities (Yellow), Hispanic, Socioeconomically Disadvantaged, and English Learners (Orange).

English Learner Progress: 38.1% of EL's are making progress towards English language proficiency.

Achievement Gap: Stakeholder groups agree that the COVID-19 pandemic has undone months of academic gains, widened the Achievement Gap and has left struggling learners even further behind.

Student Engagement: All schools report that student engagement during distance learning decreased as the 2020-21 year progressed

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of TK-2nd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 5% each year	2021 DRA's for 3rd trimester - 60% of students met/exceeded DRA benchmarks.	Increase to 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Math on spring MAP will increase at least 5% each year.	2021 spring MAP - 30% of students met/exceeded 60th percentile.	Increase to 35%
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.	2021 spring MAP - 39% students met/exceeded 60th percentile.	Increase to 44%
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Fall 2019 CA Dashboard All students: YELLOW, 21.7 points below standard White: GREEN, 1.2 points below standard Hispanic: ORANGE, 44.2 points below standard Socioeconomically Disadvantaged: YELLOW, 43.6 points below standard Students with Disabilities: YELLOW 72.6 points below standard All English Learners: ORANGE, 63.9 points below standard	All students: YELLOW, 11.7 points below standard White: GREEN, 8.8 points above standard Hispanic: YELLOW, 34.2 points below standard Socioeconomically Disadvantaged: YELLOW, 33.6 points below standard Students with Disabilities: YELLOW 62.6 points below standard All English Learners: YELLOW, 53.9 points below standard
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	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	All students: GREEN, 13.2 points above standard White: BLUE, 33.4 points above standard Hispanic: YELLOW, 10.4 points below standard Socioeconomically Disadvantaged: YELLOW, 17.2 points below standard Students with Disabilities: YELLOW, 55.1 points below standard All English Learners: YELLOW, 27.9 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%	2019 ELA participation was 94% and math participation was 96%	CAASPP participation rates will meet or exceed 95%.
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	38.1% of EL's are making progress towards English proficiency.	Increase English proficiency to 43.1%
District English Learner reclassification rate will increase at least 1% each year	Reclassification rate for 19/20 is 21%	Increase reclassification rate to 22%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	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%	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.
Misassignments of teachers will remain at 0	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%.	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	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 500 families with an increase of 10% each year	133 parents completed the survey in 2021.	Parent survey will be increased 10%.
Parent use of SIS Parent Portal will increase 10% annually	2020-21	Parent use of the SIS Parent Portal will be at least 45%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0% (New SIS System Fall 2021)	
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	FIT rating is "Good"	Facilities Inspection Tool (FIT) rating provided by the CDE will be maintained at "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

Reading 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)
28,370.00	Title I 2000-2999: Classified Personnel Salaries IA Salaries
56,655.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries IA and BIA Salaries
6,544.00	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

Students learning platforms: Renaissance Learning (A/R), Starfall

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)
1,700.00	Title I 0000: Unrestricted Reading program
270.00	Title I 0000: Unrestricted Reading and math program

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten students

Strategy/Activity

ESGI - Online assessment software that supports our district reading assessments

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	Title I 0000: Unrestricted Assessment software

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)	Source(s)
900.00	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

Moby Max online learning 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)	Source(s)
2,447.00	Title I 0000: Unrestricted Online learning system

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 and implement instructional 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)	Source(s)
4551.00	Title I 0000: Unrestricted 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)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Purchase technology tools 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)
14,492	LCFF - Supplemental 4000-4999: Books And Supplies Technology tools

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

Identified Need

Chronic Absenteeism: The 2019 California Dashboard indicates that Chronic Absenteeism increased for Hispanic students (+1.7% to 8.3%) and Socioeconomically Disadvantaged students (+2.5% to 10.9%). Overall chronic absenteeism is at 6.2%.

Suspensions: The 2019 California Dashboard indicates that Suspensions increased for Hispanic students (+1.2% to 1.2%) and Socioeconomically Disadvantaged students (+1.2% to 1.2%). The overall suspension rate is 0.5%.

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.

School Closure/Distance Learning: The COVID-19 pandemic has exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily District attendance will be maintained at 96% or greater	2019 attendance rate was 95.8%	Daily attendance will increase to 96%
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2019 CA Dashboard All students: YELLOW, 6.2% White: GREEN, 4.7% Hispanic: ORANGE, 8.3% Socioeconomically Disadvantaged: ORANGE, 10.9%	All students: GREEN, 5.2% White: GREEN, 3.7% Hispanic: YELLOW, 7.3% Socioeconomically Disadvantaged: YELLOW, 9.9% Students with Disabilities: GREEN, 8.4%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities: GREEN, 9.4% All English Learners: GREEN 8.5%	All English Learners: GREEN 7.5%
The suspension rate will decrease by 0.1% or greater for every student subgroup	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%	All students: GREEN, 0.4% White: BLUE, 0% Hispanic: YELLOW, 1.1% Socioeconomically Disadvantaged: YELLOW, 1.1% Students with Disabilities: GREEN, 9% All English Learners: BLUE 0%
The expulsion rate will decrease by 0.1% or greater for every student group	2019 expulsion rate was 0% for all student groups	The expulsion rate will maintain 0%.
Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs Survey will increase at least 5% in areas that are below 85%	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.	2022 parent survey results: 85% or higher 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.
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%	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.	2022 student survey results= 85% or higher • School Engagement and Supports: Meaningful participation and Interest in schoolwork done at school are two areas to strengthen.
Students access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%	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.	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 65% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)	49% of students attending summer school for 2021 are unduplicated students.	Unduplicated students attending summer school in 2022 = 54%

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

Attendance Incentives

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	Title I 0000: Unrestricted Rewards for students - Encourage students to come to school.
2,000	LCFF - Supplemental 0000: Unrestricted Meaningful participation for students to self-select learning opportunities

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)	Source(s)
4,000	Title I 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)	Source(s)
1,184.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries BOA and BIA salaries

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	$52,066
Total Federal Funds Provided to the School from the LEA for CSI	$52,066
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$126,113.00

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	$44,338.00
Title I Part A: Parent Involvement	$1,184.00
Title III	$6,544.00

Subtotal of additional federal funds included for this school: $52,066.00

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	$74,047.00

Subtotal of state or local funds included for this school: $74,047.00

Total of federal, state, and/or local funds for this school: $126,113.00

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
Title I	44,338	0.00
LCFF - Supplemental	74,047	0.00
Title I Part A: Parent Involvement	1,184	0.00
Title III	6,544	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	74,047.00
Title I	44,338.00
Title I Part A: Parent Involvement	1,184.00
Title III	6,544.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	13,968.00
1000-1999: Certificated Personnel Salaries	4,000.00
2000-2999: Classified Personnel Salaries	92,753.00
4000-4999: Books And Supplies	14,492.00
5000-5999: Services And Other Operating Expenditures	900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF - Supplemental	2,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	56,655.00

4000-4999: Books And Supplies	LCFF - Supplemental	14,492.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900.00
0000: Unrestricted	Title I	11,968.00
1000-1999: Certificated Personnel Salaries	Title I	4,000.00
2000-2999: Classified Personnel Salaries	Title I	28,370.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,184.00
2000-2999: Classified Personnel Salaries	Title III	6,544.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	116,929.00
Goal 2	9,184.00

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
Jennifer Porter	Principal
Karen Hill	Other School Staff
John Campbell	Parent or Community Member
Jenne McGranahan	Classroom Teacher
Stephanie Loutzenhiser	Classroom Teacher
Nikki Lam	Parent or Community Member
Gina Cagle	Parent or Community Member
Kelleigh McRoberts	Parent or Community Member
Tawnya Quinn	Classroom Teacher
Liz Cargo	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
	Other: PTKC Board

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 Thurs, Nov. 19, 2020.

Attested:

	Principal, Jennifer Porter on 11/19/2020
	SSC Chairperson, Jenne McGranahan on 11/19/2020

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

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 610654	11/17/2020 (updated June 15, 2021)	

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)

X 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 Acheivement (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

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 2019-2020 school year, students in 5th and 6th grades, parents, and staff took the California School Survey. During the 2020-2021 school year, students in grades 5th and 6th again took the California School 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 19-20 school year while the second set reflect the 20-21 school year.

School Engagement and Supports:
School connectedness 81/82, 80/77
Academic motivation 88/85, 77/82
Caring adults in school 70/73, 77/67
High expectations by adults in school 91/86, 88/79
Facilities upkeep 93/91, 95/89
Parent involvement in schooling 80/74, 82/83
Social and emotional learning supports 80/73, 82/83
Anti-bullying climate 71/70, 76/53

School Safety:
Feel safe at school 86/91, 86/80
Feel safe on way to and from school 86/93, 90/90
Been hit or pushed 40/33, 10/50
Mean rumors spread about you 27/49, 5/40
Called bad names or target of mean jokes 27/59, 14/40
Saw a weapon at school 7/15, 10/10

School Disciplinary Environment:
Rule clarity 80/89, 100/80
Students well behaved 56/65, 86/73
Students treated fairly when break rules   87/58, 81/67
Students treaded with respect 100/85, 100/87

Substance Use and Physical/Mental Health:
Alcohol or drug use 0/33, 0/20
Marijuana use 0/0, 0/10
Cigarette use 0/2, 0/9
Vaping 0/2, 0/9
Late bedtime (after 10pm) 7/ 22, 36/38

Social Emotional Health:
Belief in self (self-efficacy, persistence) 90/86, 82/76
Frequent Sadness   14/28, 18/9
Engaged living (optimism, gratitude, zest) 65/82, 77/64

Problem solving 74/69, 64/48

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 2019-2020 percentage while the second number reflects the 2020/2021 number.

Parent Involvement:
School allow input and welcomes parents' contributions 80, 29
School encourages me to be an active partner with the school in educating my child 91, 39
School actively seeks the input of parents before making important decisions 59, 29
Parents feel welcome to participate at this school 84, 35

School Supports for Students:
School promotes academic success for all students 87, 45
School is a safe place for my child 86, 45
School motivates students to learn 90, 39
School has adults who really care about students 89, 41
School provides opportunities for meaningful student participation 75, 34

Fairness, Rule Clarity, and Respect for Diversity:
School enforces rules equally 70, 41
School treats all students with respect 86, 46
School promotes respect of all cultural beliefs and practices 84, 28

Substance Abuse and Bullying: SAMPLE SIZE TOO SMALL TO MEASURE 20/21
Student alcohol and drug use is NOT a large problem 76
Student tobacco use is NOT a large problem 76
Student vaping or e-cigarette use is NOT a large problem 75
Harassment or bullying of students is NOT a large problem 69

Facilities:
School has clean and well-maintained facilities/properties 90, 46

A summary of Key Indicators on the staff survey are as follows (results indicate the percentage that agree or strongly agree with statement). The first number reflects the 2019-2020 percentage while the second number reflects the 2020/2021 number.

School Support for Students:
Caring adult relationships 95, 63
High expectations by adults in school 98, 64
Opportunities for student participation 95, 35
Promotion of parent involvement 99, 48
Student learning environment 99, 64
Facilities upkeep 89, 63
Social emotional supports at school 98, 49
Adequate counseling/support services 91, 50
Anti-bullying climate 96, 43

School Supports for Staff:
Staff working environment 93, 50

Staff collegiality 94, 58

School Safety:
Safe for staff 100, 55
Safe for students 100, 65
Sufficient resources for a safe campus 100, 38

Fairness, Rule Clarity, and Respect for Diversity:
Fairness and rule clarity 97, 42
Respect for diversity 95, 48

Student Behavior:
Student readiness to learn 92, 17
Cutting classes/truancy NOT a problem 96, 95
Harassment/bullying NOT a problem 97, 95

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 14, 19

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 on-going 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. 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 (curriculum coaches).

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) Assessments is just one tool we use to measure a learner's growth in our school-wide program. We administer 1:1 district reading assessments at each grade level to monitor individual growth in foundational reading skills and comprehension. Our goal is for all learners 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. Learners in grades TK-3 are placed in fluid, small reading groups based on assessments. All learners not meeting reading benchmarks have actions outlined in their Personalized Learning Plan (PLP) to address their gaps in reading. A daily 30 minute intervention group is a common action for a learner 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 state 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 curriculum coaches 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 curriculum coaches offer trainings related to the Common Core State Standards (CCSS), Benchmark ELA/ELD curriculum, Eureka Math, Results Academic Language and Literacy Instruction (RALLI) for English Learners (ELs), 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)

Academic conferences will be held with teachers at the end of each district assessment window. Instructional decisions will be made based on this assessment data. Actions will be re-evaluated for learners 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 learners.

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

District curriculum coaches 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 curriculum coaches, will clarify learning outcomes, standards, and clear end-of-year learning outcomes/expectations for English Language Arts (ELA) & Mathematics. District curriculum coaches will calibrate grade level expectations across the district in every school, as well as, facilitating district-wide professional development on 5th Wednesdays.

Teaching and Learning

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

The School Site Council (SSC) has conducted a comprehensive needs assessment in conjunction with the District Advisory Committee (DAC) in order to strengthen student achievement in the areas of English Language Arts and Mathematics. All students have access to the SBE adopted materials in addition to RALLI for ELs. Students not meeting academic standards as measured by district benchmarks will receive support from classroom teachers through differentiated instruction and/or paraprofessional support.

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). Students in TK-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 pulled out in small groups and this instruction is provided by IAs. 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, 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.

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)

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
~Clothing closet
~Support with health services
~Counseling/Social Worker
~Free family events
~Support with technology and internet service

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 Egenuity Courseware or Khan Academy 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, Socio-economically 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 extended day programs, homework clubs, curriculum coaches, and purchase supplemental curriculum.

Fiscal support (EPC)

See funding attached to goals and actions.

Stakeholder 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 2020/2021 SPSA was shared with the School Site Counsel (SSC) on 11/17/2020 to review previous goals, update priorities, discuss expenditures and approve. The 2020/2021 SPSA was approved by the River Oaks SSC on 11/17/2020.

Resource Inequities

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

The GJUESD reviewed several math curricula for use by the district Special Education classrooms. The chosen curriculum will enable students with mild to moderate learning disabilities to better meet the California Common Core State Standards in the area of mathematics.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.53%	0.54%	1.22%	3	3	7
African American	1.07%	1.07%	0.87%	6	6	5
Asian	3.91%	4.83%	5.24%	22	27	30
Filipino	1.25%	1.07%	1.22%	7	6	7
Hispanic/Latino	52.31%	51.34%	50.96%	294	287	292
Pacific Islander	0.71%	0.89%	0.7%	4	5	4
White	38.26%	39.36%	38.92%	215	220	223
Multiple/No Response	0.18%	%	0.87%	1		0
			Total Enrollment	562	559	573

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	93	88
Grade 1	72	85	78
Grade 2	85	70	95
Grade3	70	85	71
Grade 4	74	68	91
Grade 5	83	75	73
Grade 6	87	83	77
Total Enrollment	562	559	573

Conclusions based on this data:

1. Although our school district is experiencing declining enrollment, River Oaks' enrollment numbers remain fairly steady.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	98	103	110	17.4%	18.4%	19.2%
Fluent English Proficient (FEP)	78	69	57	13.9%	12.3%	9.9%
Reclassified Fluent English Proficient (RFEP)	24	11	1	24.2%	11.2%	1.0%

Conclusions based on this data:

1. As the number of English Learners has increased, we are seeing a reduction in the number of students being reclassified. As a site, we will look at our students individually to determine personalized supports that will allow them to be reclassified.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	68	82	68	67	82	68	67	82	98.6	98.5	100
Grade 4	81	70	68	81	69	68	81	69	68	100	98.6	100
Grade 5	90	83	75	90	83	74	90	83	74	100	100	98.7
Grade 6	82	91	84	81	91	84	81	91	84	98.8	100	100
All	322	312	309	320	310	308	320	310	308	99.4	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2447.	2447.	2446.	33.82	38.81	31.71	23.53	22.39	24.39	16.18	16.42	25.61	26.47	22.39	18.29
Grade 4	2476.	2513.	2466.	28.40	47.83	23.53	24.69	24.64	26.47	19.75	11.59	20.59	27.16	15.94	29.41
Grade 5	2528.	2518.	2539.	32.22	30.12	41.89	36.67	25.30	27.03	13.33	21.69	16.22	17.78	22.89	14.86
Grade 6	2568.	2572.	2541.	33.33	36.26	22.62	30.86	37.36	30.95	25.93	16.48	27.38	9.88	9.89	19.05
All Grades	N/A	N/A	N/A	31.88	37.74	29.87	29.38	28.06	27.27	18.75	16.77	22.73	20.00	17.42	20.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	29.85	34.15	35.29	41.79	39.02	32.35	28.36	26.83
Grade 4	20.99	39.13	22.06	46.91	46.38	50.00	32.10	14.49	27.94
Grade 5	26.67	33.73	43.24	56.67	40.96	43.24	16.67	25.30	13.51
Grade 6	35.80	43.96	29.76	41.98	37.36	42.86	22.22	18.68	27.38
All Grades	28.75	37.10	32.47	45.94	41.29	43.51	25.31	21.61	24.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.29	34.33	24.39	41.18	41.79	51.22	23.53	23.88	24.39
Grade 4	29.63	44.93	17.65	45.68	39.13	57.35	24.69	15.94	25.00
Grade 5	40.00	33.73	45.95	44.44	37.35	35.14	15.56	28.92	18.92
Grade 6	40.74	43.96	29.76	44.44	37.36	48.81	14.81	18.68	21.43
All Grades	36.56	39.35	29.55	44.06	38.71	48.05	19.38	21.94	22.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.59	25.37	29.27	70.59	58.21	63.41	8.82	16.42	7.32
Grade 4	19.75	24.64	23.53	64.20	66.67	60.29	16.05	8.70	16.18
Grade 5	20.00	20.48	25.68	73.33	62.65	66.22	6.67	16.87	8.11
Grade 6	20.99	25.27	17.86	71.60	63.74	64.29	7.41	10.99	17.86
All Grades	20.31	23.87	24.03	70.00	62.90	63.64	9.69	13.23	12.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.24	41.79	23.17	42.65	40.30	57.32	19.12	17.91	19.51
Grade 4	34.57	47.83	19.12	45.68	43.48	54.41	19.75	8.70	26.47
Grade 5	40.00	33.73	37.84	38.89	51.81	43.24	21.11	14.46	18.92
Grade 6	53.09	47.25	32.14	35.80	41.76	47.62	11.11	10.99	20.24
All Grades	41.56	42.58	28.25	40.63	44.52	50.65	17.81	12.90	21.10

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. A significant decrease in the percentage of students above standard and increase in the percentage of students below standard in the area of writing is noted as an area of focus.

3. When comparing cohort groups, every grade level with the exception of 5th, had an increase in the percentage of students not meeting standards in the area of writing.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	68	82	68	68	82	68	68	82	98.6	100	100
Grade 4	81	69	68	81	69	68	81	69	68	100	100	100
Grade 5	90	83	75	90	83	75	90	83	75	100	100	100
Grade 6	82	91	84	81	91	84	81	91	84	98.8	100	100
All	322	311	309	320	311	309	320	311	309	99.4	100	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2462.	2459.	2454.	35.29	33.82	28.05	26.47	27.94	36.59	22.06	16.18	14.63	16.18	22.06	20.73
Grade 4	2453.	2491.	2474.	11.11	30.43	14.71	25.93	23.19	36.76	28.40	26.09	25.00	34.57	20.29	23.53
Grade 5	2514.	2511.	2534.	23.33	25.30	33.33	24.44	22.89	21.33	28.89	24.10	24.00	23.33	27.71	21.33
Grade 6	2571.	2577.	2542.	37.04	42.86	27.38	27.16	23.08	19.05	19.75	18.68	25.00	16.05	15.38	28.57
All Grades	N/A	N/A	N/A	26.25	33.44	26.21	25.94	24.12	28.16	25.00	21.22	22.01	22.81	21.22	23.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	44.12	40.24	29.41	32.35	35.37	20.59	23.53	24.39
Grade 4	18.52	43.48	29.41	39.51	24.64	35.29	41.98	31.88	35.29
Grade 5	31.11	33.73	42.67	28.89	25.30	33.33	40.00	40.96	24.00
Grade 6	51.85	56.04	35.71	29.63	26.37	30.95	18.52	17.58	33.33
All Grades	37.19	44.69	37.22	31.88	27.01	33.66	30.94	28.30	29.13

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	35.29	34.15	50.00	41.18	43.90	17.65	23.53	21.95
Grade 4	13.58	27.54	25.00	51.85	46.38	47.06	34.57	26.09	27.94
Grade 5	24.44	20.48	25.33	44.44	45.78	45.33	31.11	33.73	29.33
Grade 6	29.63	37.36	21.43	49.38	41.76	50.00	20.99	20.88	28.57
All Grades	24.69	30.23	26.54	48.75	43.73	46.60	26.56	26.05	26.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.65	35.29	45.12	38.24	45.59	37.80	19.12	19.12	17.07
Grade 4	22.22	42.03	22.06	39.51	37.68	47.06	38.27	20.29	30.88
Grade 5	17.78	24.10	24.00	54.44	46.99	60.00	27.78	28.92	16.00
Grade 6	35.80	36.26	28.57	41.98	43.96	45.24	22.22	19.78	26.19
All Grades	28.75	34.08	30.42	44.06	43.73	47.25	27.19	22.19	22.33

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. There was a slight increase in the number of students that almost met or did not meet standards in math. As we examine last years' scores, we are keeping in mind that a staff member lost her husband in a work-related accident the day before we began testing.

3. When comparing cohort groups, the percentage for students that met or exceeded standards has generally decreased from year to year.   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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.2	1435.6	1442.7	1438.5	1434.4	1428.7	27	22
Grade 1	1513.1	1488.5	1499.1	1498.5	1526.6	1477.8	15	23
Grade 2	1531.6	1556.4	1544.4	1547.0	1518.5	1565.2	19	14
Grade 3	1495.9	1496.5	1485.2	1484.4	1506.1	1508.1	15	14
Grade 4	*	1511.1	*	1496.6	*	1524.8	*	13
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	1536.3	*	1550.2	*	1521.8	*	12
All Grades							99	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	44.44	54.55	*	27.27	*	9.09	27	22
1	*	30.43	*	56.52	*	13.04		0.00	15	23
2	84.21	50.00	*	42.86	*	7.14	*	0.00	19	14
3	*	21.43	*	42.86	*	28.57	*	7.14	15	14
4	*	15.38	*	46.15		38.46	*	0.00	*	13
5	*	*	*	*		*		*	*	*
6	*	16.67	*	50.00	*	25.00		8.33	*	12
All Grades	45.45	24.53	38.38	49.06	*	20.75	*	5.66	99	106

<table>
<tr><td colspan="10">Oral Language
Percentage of Students at Each Performance Level for All Students</td></tr>
</table>

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.85	13.64	*	59.09	*	18.18	*	9.09	27	22
1	73.33	39.13	*	43.48	*	17.39		0.00	15	23
2	84.21	64.29	*	21.43		14.29	*	0.00	19	14
3	*	35.71	*	35.71	*	21.43	*	7.14	15	14
4	*	15.38	*	61.54		15.38	*	7.69	*	13
5	*	*	*	*		*		*	*	*
6	*	41.67	*	41.67	*	8.33		8.33	*	12
All Grades	59.60	34.91	28.28	43.40	*	15.09	*	6.60	99	106

<table>
<tr><td colspan="10">Written Language
Percentage of Students at Each Performance Level for All Students</td></tr>
</table>

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.18	*	31.82	*	36.36	*	13.64	27	22
1	*	13.04	*	47.83	*	30.43		8.70	15	23
2	73.68	42.86	*	35.71	*	21.43	*	0.00	19	14
3	*	21.43	*	14.29	*	57.14	*	7.14	15	14
4	*	15.38	*	15.38	*	69.23	*	0.00	*	13
5	*	*	*	*	*	*		*	*	*
6	*	0.00	*	25.00	*	50.00		25.00	*	12
All Grades	39.39	16.98	24.24	31.13	26.26	41.51	*	10.38	99	106

<table>
<tr><td colspan="8">Listening Domain
Percentage of Students by Domain Performance Level for All Students</td></tr>
</table>

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	81.48	27.27	*	59.09	*	13.64	27	22
1	73.33	73.91	*	26.09	*	0.00	15	23
2	78.95	57.14	*	42.86	*	0.00	19	14
3	*	14.29	*	71.43	*	14.29	15	14
4	*	15.38	*	76.92	*	7.69	*	13
6	*	25.00	*	50.00	*	25.00	*	12
All Grades	62.63	36.79	27.27	52.83	*	10.38	99	106

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	74.07	72.73	*	18.18	27	22
1	*	21.74	*	78.26		0.00	15	23
2	84.21	50.00	*	50.00	*	0.00	19	14
3	*	42.86	*	42.86	*	14.29	15	14
4	*	38.46	*	53.85	*	7.69	*	13
6	*	66.67	*	25.00		8.33	*	12
All Grades	55.56	35.85	38.38	54.72	*	9.43	99	106

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	59.26	81.82	*	9.09	27	22
1	*	43.48	*	47.83	*	8.70	15	23
2	73.68	35.71	*	64.29	*	0.00	19	14
3	*	7.14	*	71.43	*	21.43	15	14
4	*	7.69	*	84.62	*	7.69	*	13
5	*	*	*	*	*	*	*	*
6	*	0.00	*	50.00	*	50.00	*	12
All Grades	36.36	19.81	46.46	65.09	17.17	15.09	99	106

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	54.55	*	36.36	*	9.09	27	22
1	*	13.04	*	82.61		4.35	15	23
2	63.16	57.14	*	42.86	*	0.00	19	14
3	*	28.57	*	64.29	*	7.14	15	14
4	*	15.38	*	84.62	*	0.00	*	13
6		25.00	*	66.67		8.33	*	12
All Grades	49.49	31.13	46.46	62.26	*	6.60	99	106

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 than oral language. 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

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
559	**60.5**	**18.4**	**0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	103	18.4
Foster Youth	0	0
Homeless	17	3.0
Socioeconomically Disadvantaged	338	60.5
Students with Disabilities	85	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.1
American Indian	3	0.5
Asian	27	4.8
Filipino	6	1.1
Hispanic	287	51.3
Two or More Races	5	0.9
Pacific Islander	5	0.9
White	220	39.4

Conclusions based on this data:

1. Our Hispanic student population continues to increase each year, according to the data. We are continuing to work to increase student achievement for this student population.

2. Our Socioeconomically Disadvantaged population continues to increase each year, according to the data. We are continuing to work to increase student achievement for this student population.

3. Students with disabilities continues to be a significant student group at River Oaks. Over 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

2019 Fall Dashboard Overall Performance for All Students

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

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

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
14.9 points above standard	9.1 points below standard	0 Students
Declined -14.9 points	Maintained -1.3 points	
303	92	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	7.2 points below standard	59.6 points below standard
10	Declined -13.3 points	Maintained -1 points
	193	49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	67.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	11	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
8.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	44.9 points above standard
Declined Significantly -16.8 points			Declined Significantly -15.3 points
171	5	2	105

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
64.6 points below standard	37.4 points above standard	24.2 points above standard
Increased ++7.6 points	Increased ++4.8 points	Declined Significantly -20.8 points
42	50	201

Conclusions based on this data:

1. We are continuing to make growth with our Socioeconomically Disadvantaged students.

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 curriculum for this group and is in the process of purchasing math curriculum that is designed to better support students with disabilities.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	
2.9 points above standard	24.2 points below standard	
Declined -8.3 points	Maintained ++2.9 points	
303	92	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	19.3 points below standard	80.7 points below standard
10	Declined -7 points	Maintained ++1.7 points
	193	49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	69.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	11	4

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
19.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	32.6 points above standard
Declined -7.4 points			Declined -13.7 points
171	5	2	105

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.5 points below standard	17.2 points above standard	12.8 points above standard
Increased ++4 points	Increased ++12.6 points	Declined -14.7 points
42	50	201

Conclusions based on this data:

1. We are continuing to make growth with our Socioeconomically Disadvantaged students.

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 is in the process of purchasing math curriculum that is designed to better support students with disabilities.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53.1 making progress towards English language proficiency
Number of EL Students: 81
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.7	27.1	13.5	39.5

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.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance

Red   Orange   Yellow   Green   Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
10.6	11.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.5	Increased +2.8	3
585	120	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
13	12	21.4
23	Increased +2.3	Increased +6.1
	368	112

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.6	Less than 11 Students - Data Not Displayed for Privacy
7	4	Increased +3.6	9
		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
10.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.4
Increased +0.6	6	5	Increased +2.2
297			229

Conclusions based on this data:

1. Based on the data, chronic absenteeism continues to be an area of concern for our Hispanic students. Our School Attendance Review Team (SART) will analyze absenteeism by this student population to see if there are patterns, ie extended vacation time during the holidays.

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 population to determine if our data is reflective of the group of as a whole, or of a few students with chronic medical conditions.

3. Based on the data, chronic absenteeism continues to be an area of concern for our White student group. Our SART will analyze the data to look for patterns, etc.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	1	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.8	0	Less than 11 Students - Data Not ~~Displayed for Privacy~~
Increased +0.3	Maintained 0	3
598	121	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0	1.1	2.5
23	Increased +0.5	Increased +0.5
	374	118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 5	0	Less than 11 Students - Data Not Displayed for Privacy 9
		Maintained 0 28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
0.7	Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 5	0.9
Increased +0.3 303			Maintained -0.1 234

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0.8

Conclusions based on this data:

1. Restorative practices will continue to be used as an alternative to suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

Based on the 2019 California Dashobard for mathematics, the 3 student groups below the Green Performance level were English Learners (yellow), Socioeconomically Disadvantaged (yellow), and Students with Disabilities (orange). The 2019 California Dashboard for English Language Arts indicate three student groups below the green level. These groups are English Learners (orange), Socioeconomically Disadvantaged (orange), and Students with Disabilities (orange).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of TK-2nd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 5% each year	63% of TK-2nd grade students met or exceeded all benchmarks on the 20-21 third trimester District Reading Assessment (DRA).	At least 68% TK-2nd grade students will met or exceed all benchmarks on the DRA next year.
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Math on the spring MAP assessment will increase at least 5 percent each year.	31% of 1st-6th grade students met or exceeded the 60th percentile in Math on the spring 2021 MAP assessment.	At least 36% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Math on the spring 2022 MAP assessment.
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Reading on the spring MAP assessment will increase at least 5 percent each year.	40% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the spring 2021 MAP assessment.	At least 45% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Reading on the spring 2022 MAP assessment.
All student groups on the CA School Dashboard will demonstrate at least a 10 point	Fall 2019 CA Dashboard-Mathematics	All students: GREEN, 12.9 points above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
increase in meeting distance from standard in 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	White: GREEN, 42.6 points above standard Hispanic: GREEN, 9.6 points below standard Socioeconomically Disadvantaged: GREEN, 9.3 points below standard Students with Disabilities: YELLOW 70.7 points below standard All English Learners:GREEN 14.2 points below standard
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.	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 All English Learners: ORANGE, 9.1 points below standard	All students: GREEN, 24.9 points above standard White: BLUE, 54.9 points above standard Hispanic:YELLOW, 2.3 points above standard Socioeconomically Disadvantaged: YELLOW, 3.2 points above standard Students with Disabilities: YELLOW, 49.6 points below standard All English Learners: YELLOW, 1.1 points above standard
The participation rate of 3rd-6th grade students on IEPs taking the Math and ELA CAASPP will meet or exceed 95%.	The fall 2019 CA Dashboard indicated that students on IEPs taking the Math and ELA CAASPP was 99% for each content area.	The participation rate of 3rd-6th grade students on IEPs taking the Math and ELA CAASPP be maintained 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.	The fall 2019 CA Dashboard indicates that English Learner Progress was 53.1%.	Increase the percentage of English Learner Progress to at least 58.1%
English Learner reclassification rate will increase at least 1% each year.	The 2019-2020 reclassification rate was 3.4%	Increase the English Learner reclassification rate to at least 4.4%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was maintained at 100%.	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%	Students utilizing technological resources in order to support academic growth was maintained at 100% for 2020-2021	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%	Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice was maintained at 100% during 2020-2021.	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%
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.	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.	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 CalSCHL survey will be completed by a minimum of 148 families with an increase of 10% each year.	148 parents responded to the 2021 Parent CalSCHL survey.	At least 163 families will complete the 2022 Parent CalSCHL survey.
Parent use of the SIS Parent Portal will increase by 10% annually.	2020-21: 0% (New SIS System Fall 2021)	2021-22: 45%
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites.	River Oaks has a current rating of FAIR.	River Oaks will increase its rating 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)

All Students

Strategy/Activity

Continue certificated TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction. Mentor teachers will support 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)
65,067	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
7,816	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
22,107	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
42,118	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 2021 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 2022 testing windows. Teachers will determine if students met their individual growth goals based on winter/spring 2022 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)
2,000	LCFF - Supplemental 0000: Unrestricted 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 2021 to 2022.

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)
1500.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Bilingual Services
750.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries ELAC Meetings

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 TK-2 students have 30 minutes of small group SIPPS reading instruction daily. All 3rd graders receive whole class SIPPS Challenge instruction. 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 in the district SIS.

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 None Specified SIPPS Materials
2000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development-SIPPS Training

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)

| 2000.00 | LCFF - Supplemental
4000-4999: Books And Supplies
NGSS Materials 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)

| 6912.00 | LCFF - Supplemental
4000-4999: Books And Supplies |

	Accelerated Reader
1953.60	Title I 4000-4999: Books And Supplies Discovery Education
270.00	Title I 4000-4999: Books And Supplies Starfall
800.00	Title I 4000-4999: Books And Supplies Edgenuity
2500.00	Title I 4000-4999: Books And Supplies Zearn
1500.00	Title I 4000-4999: Books And Supplies Mystery Science

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 1st through 3rd graders

Strategy/Activity

All 1st through 3rd grade students will receive SIPPS 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)
3000.00	Title I 2000-2999: Classified Personnel Salaries IA Extra Time

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

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 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Synergy 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 14
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 15
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)

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 PreK-6 whole learner development through social and emotional learning (SEL) opportunities in a variety of environments.

Identified Need

Chronic Absenteeism: The 2019 CA Dashboard indicates that Chronic Absenteeism is Orange.The average daily attendance is 95.1%
Suspensions: The 2019 CA Dashboard indicates that Suspensions is Yellow.
SEL: All stakeholder groups and the district MTSS Committee identified the need to make SEL a priority and be integrated throughout the school day.
School Closure/Distance Learning: The COVID-19 pandemic has exacerbated pre-existing student mental health problems due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will increase to 96% or greater.	The 2018-2019 daily attendance was 95.1%	Overall daily attendance= 96% or greater.
Chronic Absenteeism will decrease by 1% or greater for every student group.	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%	- All students: ORANGE, 9.6% - White: ORANGE, 10.4% - Hispanic: ORANGE,10.8% - Socioeconomically Disadvantaged: ORANGE, 11% - Students with Disabilities: RED, 20.4% - All English Learners: color, 10.7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The suspension rate will decrease by 0.1% or greater for every student group.	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%	All students: YELLOW, 0.7% White: GREEN, 0.8% Hispanic: YELLOW, 0.6% Socioeconomically Disadvantaged: ORANGE, 1.0% Students with Disabilities: ORANGE, 2.4% All English Learners: BLUE 0%
The expulsion rate will remain at 0%	The 2020-2021 expulsion rate is 0.	The expulsion rate will remain at 0%
The percentage of parents responding "Strongly Agree" on the annual CalSCHLs Survey will increase at least 5%.	Based on parent responses on the 2020-2021 CalSCHLs Survey, 39% of the respondents "strongly agree" that the school encourages them to be an active partner. 45% of respondents "strongly agree" that the school promotes academic success for all students. 45% of respondents "strongly agree" that the school is a safe place for their child. 46% of respondents "strongly agree" that the school treats students with respect.	44% 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. 50% of respondents "strongly agree" that the school is a safe place for their child. 51% of respondents "strongly agree" that the school treats students with respect.
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%.	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.	85% of 5th graders and 82% of 6th graders responded that they feel connected to the school. 82% of 5th graders and 87% of 6th graders responded that they experience academic motivation. 82% of 5th graders and 72% of 6th graders responded that there are caring adults in school. 42% of 5th graders and 48% of 6th graders responded that

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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.	they have meaningful participation in school. 90% of the 5th graders and 76% of the 6th graders responded that there are SEL supports at school. 91% of 5th graders and 85% of 6th graders feel safe at school based on their responses.
At least 65% of the students served in Extended Learning after school and/or summer will be students from our unduplicated student groups (low SES, EL, foster)	Unduplicated student group participation for summer of 2021 is 67.6% After school for 2021-2022 is to be determined.	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)

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 district's SAARB 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)
1000.00	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

We will implement Youth Development Practices to create a safe and engaging school culture.

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

We will implement our Wellness Action Plan that will be developed for the 2021-2022 school year.

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 Wellness Incentives

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

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 6
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 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)
1000.00	LCFF - Supplemental 4000-4999: Books And Supplies Service Learning Projuects

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

Extended Day will be available to those students not meeting grade level standards.

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)
7000.00	Title I 1000-1999: Certificated Personnel Salaries Extended Day
3000.00	Title I 2000-2999: Classified Personnel Salaries Extended Day

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

After school enrichment opportunities will be available 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)
1000.00	LCFF - Supplemental 4000-4999: Books And Supplies Enrichment Program

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	$67,763
Total Federal Funds Provided to the School from the LEA for CSI	$67,763
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$177,293.60

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	$65,141.60
Title I Part A: Parent Involvement	$750.00
Title III	$7,816.00

Subtotal of additional federal funds included for this school: $73,707.60

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	$103,586.00

Subtotal of state or local funds included for this school: $103,586.00

Total of federal, state, and/or local funds for this school: $177,293.60

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	110,070	6,484.00
Title I Part A: Parent Involvement	1,581	831.00
Title I	59,176	-5,965.60
Title III	7,006	-810.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	103,586.00
Title I	65,141.60
Title I Part A: Parent Involvement	750.00
Title III	7,816.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	9,250.00
2000-2999: Classified Personnel Salaries	143,108.00
4000-4999: Books And Supplies	19,935.60
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF - Supplemental	2,000.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	87,174.00
4000-4999: Books And Supplies	LCFF - Supplemental	12,912.00
1000-1999: Certificated Personnel Salaries	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	48,118.00
4000-4999: Books And Supplies	Title I	7,023.60
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
None Specified	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	750.00
2000-2999: Classified Personnel Salaries	Title III	7,816.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	163,293.60
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
Donna Gill	Principal
Jenny Culp	Other School Staff
Maria West	Classroom Teacher
Donna Mullins	Classroom Teacher
Katey Garibaldi	Classroom Teacher
Rosa Soria	Parent or Community Member
Cristina Gutierrez	Parent or Community Member
Alicia Tovar	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 November 17, 2020.

Attested:

Principal, Donna Gill on 11/17/20

SSC Chairperson, Rosa Soria on 11/17/20

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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	December 7, 2020 (updated June 15, 2021)	

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)

X 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

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 (2020-2021) noted some positive feelings that our 5th and 6th grade shared about Valley Oaks: For "School Engagement and Supports", over 84% of our students reported to Agree/Strongly Agree that 1) they felt motivated academically, 2) over 94% said they felt adults had high expectations for them, and 3) over 75% felt that there were social and emotional learning supports for them at school. For "School Safety", over 78% of students feel safe 1) on their way to/home from school, and 2) over 80% feel safe while they are at school. In the area of "School Disciplinary Environment", over 88% of students felt like the rules are clear, and over 95% of students felt like they are treated with respect.   And finally, over 75% of the students said that they "know where to go for help with a problem" most or all of the time.

Parent Survey: The most recent CalSCHLS surveys conducted during the 2020-2021 school year revealed very positive aspects of parent sentiment toward Valley Oaks: For "Parental Involvement", 93% of parents Agree/Strongly agree that Valley Oaks "encourages me to be an active partner with the school in educating my child," and 87% 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 95% 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", 96% 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, 96% of parents Agree/Strongly Agree that Valley Oaks is a supportive and inviting place for students to learn, and 94% of parents feel that Valley Oaks is a safe place for their child. In the area of "Facilities", 86% 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 2020-2021 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) Caring Adult Relationships, 2) High Expectations by Adults in School, 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, 95% of Valley Oaks staff Agree/Strongly Agree that the school is Safe for Students. Finally, over 89% 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.

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 at least 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).

Furthermore, 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 TK-3, and 2) High Quality/Quantity Reading Practice 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 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, 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, Scholastic, 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 curriculum coaches, establish learning goals and outcomes/expectations in the areas of ELA & Mathematics. District Curriculum Coaches 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 "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 recent 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 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 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.

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 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 reading in their Zone of Proximal Development.

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. 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 fifth 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)

Math task force is currently working, district-wide, with new materials in a trial/pilot program to evaluate the effectiveness of the programs. This includes Grades 5 and 6 Gooru as an online supplemental instruction piece. All teachers are using the Benchmark ELA/ELD adoption during 2021-2022. 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 Extended Day 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, and specialists. 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 given throughout the year, 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' 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 Single 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)

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.

Stakeholder 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 at the beginning of the year where 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.

To improve academic performance, Students With Disabilities have the need for supplemental/modified curriculum for ELA and Mathematics. The district purchased a modified ELA curriculum in 2018-19 and a modified Math curriculum in 2019-2020. Teachers have participated in professional learning to implement the new resources.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.18%	0.34%	0.36%	1	2	2
African American	0.18%	0.86%	1.6%	1	5	9
Asian	0.71%	0.69%	0.71%	4	4	4
Filipino	0.88%	0.17%	0.18%	5	1	1
Hispanic/Latino	86.77%	83.36%	82.92%	492	486	466
Pacific Islander	0.71%	0.86%	0.53%	4	5	3
White	10.23%	13.55%	13.52%	58	79	76
Multiple/No Response	%	%	0.18%			0
			Total Enrollment	567	583	562

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	90	86	81
Grade 1	81	87	66
Grade 2	65	82	83
Grade3	80	66	82
Grade 4	78	81	68
Grade 5	96	85	93
Grade 6	77	96	89
Total Enrollment	567	583	562

Conclusions based on this data:

1. The vast majority of the students at Valley Oaks are Hispanic/Latino.

2. Enrollment at Valley Oaks decreased in 2019-2020 after increasing for three consecutive years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	321	293	287	56.6%	50.3%	51.1%
Fluent English Proficient (FEP)	69	83	68	12.2%	14.2%	12.1%
Reclassified Fluent English Proficient (RFEP)	20	30	8	6.4%	9.3%	2.7%

Conclusions based on this data:

1. The percentage of English Learners increased slightly from 18/19 to 19/20.

2. The number and percentage of Fluent English Proficient students decreased slightly from 18/19 to 19/20.

3. The number and percentage of Reclassified Fluent English Proficient students decreased from 18/19 to 19/20 (no testing due to COVID-19).

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	76	68	79	72	67	79	72	67	100	94.7	98.5
Grade 4	93	81	86	92	79	84	92	79	84	98.9	97.5	97.7
Grade 5	75	96	85	74	94	84	74	94	84	98.7	97.9	98.8
Grade 6	91	80	99	91	80	98	91	80	98	100	100	99
All	338	333	338	336	325	333	336	325	333	99.4	97.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2369.	2395.	2403.	6.33	12.50	14.93	17.72	25.00	20.90	31.65	27.78	26.87	44.30	34.72	37.31
Grade 4	2410.	2430.	2454.	8.70	12.66	19.05	16.30	21.52	21.43	19.57	22.78	28.57	55.43	43.04	30.95
Grade 5	2442.	2430.	2474.	12.16	3.19	16.67	17.57	19.15	23.81	16.22	24.47	23.81	54.05	53.19	35.71
Grade 6	2474.	2487.	2491.	6.59	8.75	6.12	17.58	20.00	27.55	35.16	35.00	30.61	40.66	36.25	35.71
All Grades	N/A	N/A	N/A	8.33	8.92	13.81	17.26	21.23	23.72	25.89	27.38	27.63	48.51	42.46	34.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.59	13.89	22.39	37.97	47.22	44.78	54.43	38.89	32.84
Grade 4	9.78	19.23	25.00	45.65	41.03	41.67	44.57	39.74	33.33
Grade 5	10.81	7.45	22.62	40.54	39.36	42.86	48.65	53.19	34.52
Grade 6	9.89	10.00	14.29	42.86	45.00	43.88	47.25	45.00	41.84
All Grades	9.52	12.35	20.72	41.96	42.90	43.24	48.51	44.75	36.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.59	8.33	7.46	37.97	47.22	62.69	54.43	44.44	29.85
Grade 4	8.70	10.26	9.52	41.30	43.59	66.67	50.00	46.15	23.81
Grade 5	16.22	8.51	22.62	39.19	39.36	41.67	44.59	52.13	35.71
Grade 6	9.89	11.25	8.16	45.05	46.25	50.00	45.05	42.50	41.84
All Grades	10.42	9.57	12.01	41.07	43.83	54.65	48.51	46.60	33.33

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.59	20.83	11.94	60.76	61.11	73.13	31.65	18.06	14.93
Grade 4	2.17	16.67	21.43	60.87	61.54	58.33	36.96	21.79	20.24
Grade 5	9.46	5.32	15.48	54.05	59.57	55.95	36.49	35.11	28.57
Grade 6	7.69	11.25	7.14	62.64	63.75	72.45	29.67	25.00	20.41
All Grades	6.55	12.96	13.81	59.82	61.42	64.86	33.63	25.62	21.32

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	8.86	18.06	11.94	56.96	50.00	53.73	34.18	31.94	34.33
Grade 4	20.65	14.10	13.10	40.22	50.00	57.14	39.13	35.90	29.76
Grade 5	12.16	12.77	15.48	36.49	34.04	54.76	51.35	53.19	29.76
Grade 6	14.29	17.50	16.33	48.35	52.50	50.00	37.36	30.00	33.67
All Grades	14.29	15.43	14.41	45.54	45.99	53.75	40.18	38.58	31.83

Conclusions based on this data:

1. Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for English Language Arts/Literacy on the CAASP for the fourth consecutive year.

2. For the fourth consecutive year, there was an increase in the percentage of students who Met/Exceeded Standard in Overall Achievement in English Language Arts/Literacy and a decrease in the percentage of students who Did Not Meet Standard.

3. Listening and Research/Inquiry were the two areas 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)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	76	68	79	74	67	79	74	67	100	97.4	98.5
Grade 4	93	81	86	92	80	85	92	80	85	98.9	98.8	98.8
Grade 5	75	96	85	74	94	85	74	94	85	98.7	97.9	100
Grade 6	91	80	99	91	80	99	91	80	99	100	100	100
All	338	333	338	336	328	336	336	328	336	99.4	98.5	99.4

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2400.	2401.	2426.	5.06	10.81	5.97	25.32	22.97	38.81	35.44	25.68	31.34	34.18	40.54	23.88
Grade 4	2428.	2435.	2450.	3.26	6.25	8.24	13.04	20.00	25.88	44.57	33.75	36.47	39.13	40.00	29.41
Grade 5	2450.	2445.	2458.	9.46	3.19	4.71	9.46	10.64	16.47	22.97	36.17	25.88	58.11	50.00	52.94
Grade 6	2462.	2480.	2476.	5.49	11.25	4.04	14.29	11.25	22.22	26.37	27.50	33.33	53.85	50.00	40.40
All Grades	N/A	N/A	N/A	5.65	7.62	5.65	15.48	15.85	25.00	32.74	31.10	31.85	46.13	45.43	37.50

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.99	20.27	25.37	36.71	29.73	47.76	44.30	50.00	26.87
Grade 4	6.52	15.00	17.65	25.00	26.25	31.76	68.48	58.75	50.59
Grade 5	13.51	8.51	10.59	14.86	28.72	29.41	71.62	62.77	60.00
Grade 6	12.09	17.50	10.10	19.78	21.25	36.36	68.13	61.25	53.54
All Grades	12.50	14.94	15.18	24.11	26.52	35.71	63.39	58.54	49.11

Concepts & Procedures
Applying mathematical concepts and procedures

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	11.39	14.86	17.91	49.37	45.95	52.24	39.24	39.19	29.85
Grade 4	2.17	5.00	11.76	45.65	47.50	45.88	52.17	47.50	42.35
Grade 5	6.76	2.13	8.24	39.19	41.49	38.82	54.05	56.38	52.94
Grade 6	5.49	10.00	4.04	40.66	37.50	43.43	53.85	52.50	52.53
All Grades	6.25	7.62	9.82	43.75	42.99	44.64	50.00	49.39	45.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.59	14.86	20.90	56.96	52.70	55.22	35.44	32.43	23.88
Grade 4	5.43	11.25	14.12	54.35	42.50	51.76	40.22	46.25	34.12
Grade 5	6.76	3.19	5.88	43.24	48.94	48.24	50.00	47.87	45.88
Grade 6	12.09	7.50	8.08	39.56	33.75	48.48	48.35	58.75	43.43
All Grades	8.04	8.84	11.61	48.51	44.51	50.60	43.45	46.65	37.80

Conclusions based on this data:

1. Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for Mathematics on the CAASP for the fourth consecutive year.

2. For the fourth consecutive year, there was an increase in the percentage of students who Met/Exceeded Standard in Overall Achievement and a decrease in the percentage of students who Did Not Meet Standard.

3. Communicating Reasoning (Demonstrating ability to support mathematical conclusions) was the area of Mathematics in which Valley Oaks students achieved the best results (% 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.4	1414.8	1443.3	1417.5	1416.6	1408.4	51	31
Grade 1	1481.5	1473.0	1473.8	1492.8	1488.5	1452.8	57	48
Grade 2	1501.3	1496.3	1499.8	1489.9	1502.2	1502.0	47	56
Grade 3	1470.8	1503.4	1471.8	1494.8	1469.3	1511.6	33	47
Grade 4	1509.2	1508.4	1498.0	1490.7	1519.9	1525.7	48	32
Grade 5	1529.3	1532.8	1510.8	1519.6	1547.4	1545.4	36	38
Grade 6	1534.6	1543.2	1535.2	1532.9	1533.5	1552.9	23	36
All Grades							295	288

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	6.45	27.45	35.48	21.57	45.16	*	12.90	51	31
1	52.63	16.67	24.56	56.25	*	18.75	*	8.33	57	48
2	51.06	23.21	40.43	48.21	*	19.64	*	8.93	47	56
3	*	14.89	45.45	42.55	*	34.04	*	8.51	33	47
4	33.33	6.25	35.42	59.38	*	21.88	*	12.50	48	32
5	41.67	36.84	47.22	28.95	*	18.42	*	15.79	36	38
6	*	33.33	60.87	36.11	*	25.00		5.56	23	36
All Grades	38.31	20.14	37.29	44.44	14.92	25.35	9.49	10.07	295	288

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.10	16.13	29.41	25.81	*	38.71	*	19.35	51	31
1	59.65	41.67	22.81	47.92	*	4.17	*	6.25	57	48
2	63.83	41.07	25.53	30.36	*	21.43	*	7.14	47	56
3	*	31.91	48.48	46.81	*	10.64	*	10.64	33	47
4	45.83	28.13	27.08	53.13	*	6.25	*	12.50	48	32
5	50.00	47.37	41.67	28.95	*	15.79	*	7.89	36	38
6	52.17	50.00	*	30.56	*	11.11		8.33	23	36
All Grades	49.49	37.50	31.86	37.85	11.19	14.93	7.46	9.72	295	288

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.29	9.68	*	22.58	37.25	54.84	*	12.90	51	31
1	40.35	4.17	33.33	35.42	*	47.92	*	12.50	57	48
2	46.81	14.29	36.17	48.21	*	25.00	*	12.50	47	56
3	*	14.89	*	34.04	45.45	38.30	36.36	12.77	33	47
4	27.08	18.75	37.50	43.75	*	12.50	*	25.00	48	32
5	*	23.68	55.56	28.95	*	31.58	*	15.79	36	38
6	*	27.78	*	16.67	47.83	41.67	*	13.89	23	36
All Grades	29.49	15.63	32.20	34.03	23.73	35.76	14.58	14.58	295	288

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.82	12.90	33.33	74.19	*	12.90	51	31
1	77.19	75.00	*	20.83	*	4.17	57	48
2	70.21	41.07	25.53	51.79	*	7.14	47	56
3	*	23.40	66.67	72.34	*	4.26	33	47
4	54.17	31.25	39.58	62.50	*	6.25	48	32
5	61.11	15.79	36.11	73.68	*	10.53	36	38
6	*	33.33	69.57	55.56	*	11.11	23	36
All Grades	55.25	35.42	36.27	56.94	8.47	7.64	295	288

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.22	16.13	45.10	61.29	*	22.58	51	31
1	49.12	25.00	40.35	66.67	*	8.33	57	48
2	63.83	30.36	27.66	57.14	*	12.50	47	56
3	54.55	38.30	36.36	46.81	*	14.89	33	47
4	50.00	12.50	31.25	75.00	*	12.50	48	32
5	47.22	55.26	47.22	31.58	*	13.16	36	38
6	78.26	58.33	*	33.33		8.33	23	36
All Grades	52.54	34.03	36.61	53.13	10.85	12.85	295	288

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.49	6.45	64.71	77.42	*	16.13	51	31
1	52.63	18.75	28.07	60.42	19.30	20.83	57	48
2	63.83	14.29	27.66	69.64	*	16.07	47	56
3	*	14.89	54.55	63.83	42.42	21.28	33	47
4	22.92	18.75	56.25	53.13	*	28.13	48	32
5	30.56	34.21	63.89	44.74	*	21.05	36	38
6	*	27.78	*	30.56	56.52	41.67	23	36
All Grades	32.88	19.10	47.12	57.99	20.00	22.92	295	288

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.94	32.26	31.37	54.84	*	12.90	51	31
1	38.60	10.42	50.88	79.17	*	10.42	57	48
2	29.79	14.29	61.70	73.21	*	12.50	47	56
3	*	21.28	54.55	70.21	*	8.51	33	47
4	47.92	18.75	37.50	59.38	*	21.88	48	32
5	58.33	21.05	36.11	65.79	*	13.16	36	38
6	*	41.67	91.30	52.78		5.56	23	36
All Grades	38.64	21.53	48.81	66.67	12.54	11.81	295	288

Conclusions based on this data:

1. Half of the English Learners at Valley Oaks scored overall in the Level 3/Level 4 range in 2018-2019.

2. More English Learners at Valley Oaks scored in the Well Developed range for the Listening (35%) and Speaking (34%) domains than the Reading (19%) and Writing (21%) domains in 2018-2019.

3. The Listening Domain is the area where English Learners scored the highest overall in 2018-2019.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
583	**87.8**	**50.3**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	293	50.3
Foster Youth	1	0.2
Homeless	32	5.5
Socioeconomically Disadvantaged	512	87.8
Students with Disabilities	80	13.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.9
American Indian	2	0.3
Asian	4	0.7
Filipino	1	0.2
Hispanic	486	83.4
Two or More Races	1	0.2
Pacific Islander	5	0.9
White	79	13.6

Conclusions based on this data:

1. An overwhelming majority of the students at Valley Oaks are Socioeconomically Disadvantaged.

2. An overwhelming majority of the students at Valley Oaks are of Hispanic/Latino origin.

3. Over half of the students at Valley Oaks are learning English as their second language.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension Rate improved from Orange to Green.

2. Mathematics improved from Orange to Yellow.

3. Chronic Absenteeism remained in Orange.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
29.9 points below standard	45.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++20.8 points	Increased Significantly ++18.2 points	1
312	198	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
50.2 points below standard	33.9 points below standard	113.2 points below standard
Increased Significantly ++33 points	Increased Significantly ++19.5 points	Increased Significantly ++22.9 points
18	279	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		2	1

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
37.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.8 points above standard
Increased Significantly ++17.6 points	1	3	Increased Significantly ++38.6 points
268			36

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.9 points below standard	10.7 points above standard	9.6 points below standard
Increased Significantly ++24.2 points	Increased Significantly ++26 points	Increased Significantly ++31.2 points
143	55	101

Conclusions based on this data:

1. ALL of our significant student groups increased in ELA scores from 2018 to 2019.

2. The Students with Disabilities student group increased in points the most, moving from Red to Orange.

3. The group of Reclassified English Learners (RFEP) scored the highest out of all student groups.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
49.8 points below standard	58.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12 points	Increased ++12.8 points	
312	198	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
90.2 points below standard	53.4 points below standard	127.4 points below standard
Declined -3 points	Increased ++9.7 points	Increased ++7.3 points
18	279	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
55.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	18.9 points below standard
Increased ++10.3 points			Increased Significantly ++17.5 points
268	1	3	36

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
71.3 points below standard	25.1 points below standard	38.6 points below standard
Increased ++11.7 points	Increased Significantly ++25.3 points	Increased Significantly ++20.4 points
143	55	101

Conclusions based on this data:

1. ALL of the five student groups increased in scores and showed growth.

2. Overall (All Students) increased from Orange to Yellow.

3. Students with Disabilities student group increased from Red to Orange.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.5 making progress towards English language proficiency
Number of EL Students: 253
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.9	35.5	10.2	33.2

Conclusions based on this data:

1. There is a large number of students at Valley Oaks (over 56%) who are English Learners and take the annual ELPAC assessment.

2. 76% of our English Learner students showed English Skills at Level 4 or Level 3 of the ELPAC assessment.

3. 33% of our English Learner students progressed at least one level and 10% of our EL students maintained in Level 4 (Highest level)

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
14.1	9.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.9	Increased +2.7	2
616	303	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Orange
19	14	17
Increased +10.9	Increased Significantly +3.4	Increased +3
42	541	94

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	2	4	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
14.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.1
Increased Significantly +3.8			Declined -5.3
504	1	5	92

Conclusions based on this data:

1. Four out of the seven Student Groups scored in the Orange category.

2. All student groups, with the exception of White, increased in Chronic Absenteeism.

3. Our Homeless student group had the highest percentage of Chronic Absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	1	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
2.4	1.3	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -1.2	Declined -0.5	3
625	304	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Green	Green
6.7	2.4	2.1
Increased +4.1	Declined Significantly -1.4	Declined -5.4
45	550	95

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	4	4	1

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Yellow
2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.3
Declined Significantly -1.3	1	5	Declined -2.8
509			94

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.6	2.4

Conclusions based on this data:

1. Four of the six Student Groups (Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners) scored in the Green category.

2. There was a big reduction in student suspensions, which lead to overall improvement (All Students) from Orange to Green.

3. The Homeless student group is the only student group with an increase in suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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 TK-grade 6 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Identified Need

GJUESD 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. California School Dashboard (2019) data indicates the following:

- For Mathematics: The 2019 California Dashboard indicated 6 student groups below the Green Performance Level: Students with Disabilities (Orange), Asian (Yellow), English Learners (Yellow), Latino (Yellow), Homeless (Yellow) and Socioeconomically Disadvantaged (Yellow). At Valley Oaks, the student groups were at the following performance levels: SWD (Orange), Asian (No Color), English Learners (Yellow), Hispanic/Latino (Yellow), Homeless (No Color), and Socioeconomically Disadvantaged (Yellow).

- For English Language Arts: The 2019 California Dashboard indicates 5 student groups below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Yellow) and Homeless (Yellow). At Valley Oaks, the student groups were at the following performance levels: SWD (Orange), Asian (No Color), English Learners (Yellow), Hispanic/Latino (Yellow), Homeless (No Color), and Socioeconomically Disadvantaged (Yellow).

CAASPP Participation Rate: Participation rate on the 2019 CAASPP for Students with Disabilities was below 95% on the mathematics and ELA CAASPP (94%). At Valley Oaks the participation rate for SWD was above 95% in both Mathematics and ELA.

Achievement Gap: Stakeholder groups agree that the COVID-19 pandemic has undone months of academic gains, widened the Achievement Gap and has left struggling learners even further behind.

Student Engagement: All schools report that student engagement during distance learning decreased as the 2020-21 year progressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. The number of TK-2nd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 5% each year	Baseline: 2020-2021 District Reading Assessment (DRA) (% of TK-2 students meeting ALL Benchmarks): TK/K: 68% 1st Grade: 52% 2nd Grade: 64%	TK/K: 73% 1st Grade: 57% 2nd Grade: 69%
2. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Math on spring MAP will increase at least 5 percent each year.	Baseline: Spring 2021 MAP Math (% of students at the 60th percentile+) 1st Grade: 16% 2nd Grade: 27% 3rd Grade: 6% 4th Grade: 11% 5th Grade: 12% 6th Grade: 16%	1st Grade: 21% 2nd Grade: 32% 3rd Grade: 11% 4th Grade: 16% 5th Grade: 17% 6th Grade: 21%
3. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Reading on spring MAP will increase at least 5 percent each year.	Baseline: Spring 2021 MAP Reading (% of students at the 60th percentile+) 1st Grade: 35% 2nd Grade: 18% 3rd Grade: 25% 4th Grade: 31% 5th Grade: 28% 6th Grade: 25%	1st Grade: 40% 2nd Grade: 23% 3rd Grade: 30% 4th Grade: 36% 5th Grade: 33% 6th Grade: 30%
4. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Baseline: Fall 2019 CA Dashboard All students: Yellow Increased: +12 Points 49.8 points below standard English Learners: Yellow Increased: +12.8 Points 58.5 points below standard Socioeconomically Disadvantaged: Yellow Increased: +9.7 Points 53.4 points below standard Students with Disabilities: Orange Increased: +7.3 Points 127.4 points below standard	Fall 2022 CA Dashboard All students: Yellow Increased: +10 Points 39.8 points below standard English Learners: Yellow Increased: +10 Points 48.5 points below standard Socioeconomically Disadvantaged: Yellow Increased: +10 Points 43.4 points below standard Students with Disabilities: Orange Increased: +10 Points 117.4 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic/Latino: Yellow Increased: +10.3 points 55.2 points below standard	Hispanic/Latino: Yellow Increased: +10 points 45.2 points below standard
5. 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.	Baseline: Fall 2019 CA Dashboard All students: Yellow Increased Significantly: +20.8 Points 29.9 points below standard English Learners: Yellow Increased Significantly: +18.2 Points 45.4 points below standard Socioeconomically Disadvantaged: Yellow Increased Significantly: +19.5 Points 33.9 points below standard Students with Disabilities: Orange Increased Significantly: +22.9 Points 113.2 points below standard Hispanic/Latino: Yellow Increased Significantly: +17.6 points 37.5 points below standard	Fall 2022 CA Dashboard All students: Yellow Increased Significantly: +10 Points 19.9 points below standard English Learners: Yellow Increased Significantly: +10 Points 35.4 points below standard Socioeconomically Disadvantaged: Yellow Increased Significantly: +10 Points 23.9 points below standard Students with Disabilities: Orange Increased Significantly: +10 Points 103.2 points below standard Hispanic/Latino: Yellow Increased Significantly: +10 points 27.5 points below standard
6. The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%.	Baseline: Spring 2019 ELA Participation Rate= 98.5% Math Participation Rate= 99.4%	ELA Participation Rate= 98.5% or higher Math Participation Rate= 99.4% or higher
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.	Baseline: Spring 2019 2019 English Learner Progress = 43.5%, Low	English Learner Progress = 48.5%, Medium

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
8. District English Learner reclassification rate will increase at least 1% each year.	Baseline: 2019-20 R-FEP rate = 3.4%	R-FEP rate = 4.4%
9.Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Baseline: 2020-2021 - Maintained 100%	Maintained 100%
10. Students utilizing technological resources in order to support academic growth will be maintained at 100%.	Baseline: 2020-2021 - Maintained 100%	Maintained 100%
11. Misassignments of teachers will remain at 0.	Baseline: 2020-2021 - 0 misassignments	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: 2020-2021 - Maintained 100%	Maintained 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 - Maintained 100% students	Maintained 100% students
14. Parent CalSCHL survey will be completed by a minimum of 100 families with an increase of 10% each year.	Baseline: 2021 Parent Survey Responses = 91	Parent Survey Responses = 100 or more
15. Parent use of SIS Parent Portal will increase 10% annually.	Baseline usage= 0% (New SIS System Fall 2021)	Parent Portal usage= 45%
16. Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline: Valley Oaks - FAIR	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)	Source(s)
500	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
1400	LCFF - Supplemental 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 2021 MAP scores will be used to set growth goals for students in Reading and Math (Grades 1-6). Teachers will determine if students need to make a year's growth or more than a year's growth.

Teachers in all grades, K-6, will meet individually with students to establish goals, including MAP goals (Grades 1-6) and actions for the year. This data will be shared with parents at Back to School Night in November. Progress towards meeting these goals will be shared with parents and students after the Fall 2021 MAP Assessment. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Fall 2021 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)
3000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release Time for Teachers to goal set with students
1000	LCFF - Supplemental 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

In order to increase English Learner student achievement, staff will be trained in the adopted Benchmark ELD curriculum for the purpose of increasing effectiveness in English Language Development (ELD) instruction. School-wide focus on using Designated ELD minutes to use Benchmark curriculum to enhance the English skills of our ELs.

Curriculum Coach (Literacy) will work with all teachers (emphasis on K-3) on developing 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 district coach support 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.

Valley Oaks will purchase necessary school supplies/materials for students, teachers, and staff to fully implement ELA and 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)
26,473	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
101,050	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
17,791	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
64,634	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
2543	LCFF - Supplemental 4000-4999: Books And Supplies

	School/Classroom/Student Supplies and/or Materials
1000	Title I 2000-2999: Classified Personnel Salaries Substitutes for Instructional Assistants
31,668	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 curriculum coach to establish proper reading groups and routines for all students, with an emphasis on grades K-3, and strategies/interventions for struggling students in grades 4-6, which includes small group instruction in ELA.

Teachers will meet separately with curriculum coach to be retrained, refreshed, or taught the best reading strategies for their students at their grade levels.

Teachers will visit other schools to observe and exchange ideas regarding small group instruction in grades 4-6.

Teachers will be meet with grade level team members, coaches, 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.

The school will provide supplemental after-school "Extended Day" materials and 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)
300	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques
500	Title I 4000-4999: Books And Supplies SIPPS Materials
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Support (Extended Day)
250	Title I 1000-1999: Certificated Personnel Salaries Release Time for Teacher Observations of other Teachers
1000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Supplemental Support (Extended Day)
500	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training/Substitutes for Teachers

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 curriculum coaches.

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)	Source(s)
500	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 / Engage NY materials.

5th and 6th grade teachers will continue to pilot an online Math supplemental program, Gooru, that provides personalized instruction/review for each student.

Math adoption will be monitored and evaluated through classroom observations, module pacing, and curriculum 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 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 NGSS, Valley Oaks will have site-based, trained NGSS "Lead Teachers" and other "Teacher Representatives".

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 will receive Professional Development (from the district Lead Teacher and site Lead Teacher) in NGSS and how to begin lesson implementation.

All K-6 teachers will teach NGSS lesson(s) with their students during 2021-2022 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
1000	Title I 4000-4999: Books And Supplies Mystery Science Membership
	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitute 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 funds will be used to support online learning to differentiate instructional support.

School Funds will be used to have 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 (regardless of 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, 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 Points (Quantity) and Comprehension (Quality) Reading Goals.

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 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)
300	Title I 4000-4999: Books And Supplies RenLearn License (Math Facts in a Flash)
2000	Title I 4000-4999: Books And Supplies Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters
1000	Title I 4000-4999: Books And Supplies Instructional Technology Materials (software/hardware)
3472	Title I 4000-4999: Books And Supplies Technology maintenance, upgrades, and improvements (hardware)

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)
2000	Title I 4000-4999: Books And Supplies

	Literary Resources (Scholastic News, Leveled Readers, Library Books, etc.)
800	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 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.

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

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 TK-6 whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

Chronic Absenteeism: The 2019 California Dashboard indicates that Chronic Absenteeism increased for most significant subgroups and all subgroups scored in the Lower Performance levels: All Students - ORANGE (+2.9%), English Learners - ORANGE (+2.7%), Homeless - ORANGE (+10.9%), Socioeconomically Disadvantaged - RED (+3.4%), Students with Disabilities - ORANGE (+3%), Hispanic: RED (+3.8%), White: YELLOW (-5.3%). The average daily attendance at Valley Oaks was: 95.0%

Suspensions: The 2019 California Dashboard indicates that Suspensions decreased for 6 of the 7 subgroups and those 6 subgroups scored in the YELLOW or GREEN Performance levels: All Students - GREEN (-1.2%), English Learners - GREEN (-0.5%), Homeless - RED (+4.1%), Socioeconomically Disadvantaged - GREEN (-1.4%), Students with Disabilities - GREEN (-5.4%), Hispanic: GREEN (-1.3%), White: YELLOW (-2.8%).

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

School Closure/Distance Learning: The COVID-19 pandemic has exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Overall daily attendance will be increased to 96% or greater	Baseline: Valley Oaks: 95.0%	Valley Oaks: 96.0%
2. Chronic Absenteeism will decrease by 1% or greater for every student subgroup	Baseline: 2019 CA Dashboard: All Students - ORANGE - 14.1%	Fall 2022 CA Dashboard All Students - ORANGE - 13.1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(increased 2.9%) English Learners - ORANGE - 9.9% (increased 2.7%) Homeless - ORANGE - 19% (increased 10.9%) Socioeconomically Disadvantaged - RED - 14% (increased 3.4%) Students with Disabilities - ORANGE - 17% (increased 3%) Hispanic: RED - 14.1% (increased 3.8%) White: YELLOW - 14.1% (decreased 5.3%)	English Learners - ORANGE - 8.9% Homeless - ORANGE - 18% Socioeconomically Disadvantaged - RED - 13% Students with Disabilities - ORANGE - 16% Hispanic: RED - 13.1% White: YELLOW - 13.1%
3. The suspension rate will decrease by 0.1% or greater for every student subgroup	Baseline: 2019 CA Dashboard: All Students - GREEN - 2.4% (decreased 1.2%) English Learners - GREEN - 1.3% (decreased 0.5%) Homeless - RED - 6.7% (increased 4.1%) Socioeconomically Disadvantaged - GREEN - 2.4% (decreased 1.4%) Students with Disabilities - GREEN - 2.1% (decreased 5.4%) Hispanic: GREEN - 2% (decreased 1.3%) White: YELLOW - 4.3% (decreased 2.8%)	Fall 2022 CA Dashboard All Students - GREEN - 2.3% English Learners - GREEN - 1.2% Homeless - ORANGE - 6.6% Socioeconomically Disadvantaged - GREEN - 2.3% Students with Disabilities - GREEN - 2.0% Hispanic: GREEN - 1.9% White: YELLOW - 4.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4. The expulsion rate will decrease by 0.1% or greater for every subgroup	Baseline 2020-2021: 0 STUDENTS	0 STUDENTS
5. Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs Survey will increase at least 5% in areas that are below 85%	Baseline 2020-21: This School... actively seeks the input of parents before making important decisions. Elementary= 88% promotes academic success for all students. Elementary= 95% motivates students to learn. Elementary=92% provides quality counseling or other ways to help students with social or emotional needs. Elementary= 73% has adults who really care about students. Elementary= 91% is a supportive and inviting place for students to learn. Elementary= 96% is a safe place for my child. Elementary= 94% promotes respect of all cultural beliefs and practices. Elementary= 81%	This School... actively seeks the input of parents before making important decisions. Elementary= 88% or higher promotes academic success for all students. Elementary= 95% or higher motivates students to learn. Elementary=92% or higher provides quality counseling or other ways to help students with social or emotional needs. Elementary= 78% has adults who really care about students. Elementary= 91% or higher is a supportive and inviting place for students to learn. Elementary= 96% or higher is a safe place for my child. Elementary= 94% or higher promotes respect of all cultural beliefs and practices. Elementary= 86%
6. 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%	Baseline 2020-21: School Connectedness: 5th= 66% 6th= 77% Academic Motivation: 5th= 83% 6th= 86%	School Connectedness: 5th= 71% 6th= 82% Academic Motivation: 5th= 88% 6th= 91% Caring Adult Relationships:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Caring Adult Relationships: 5th= 76% 6th= 77% Meaningful Participation: 5th=38% 6th= 50% Social and Emotional Learning Supports: 5th= 71% 6th= 79% Feel Safe at School: 5th= 80% 6th= 77% Experienced Sadness: 5th= 29% 6th= 21%	5th= 81% 6th= 82% Meaningful Participation: 5th=43% 6th= 55% Social and Emotional Learning Supports: 5th= 76% 6th= 84% Feel Safe at School: 5th= 85% 6th= 82% Experienced Sadness: (decrease) 5th= 24% 6th= 17%
7. At least 65% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)	Unduplicated Student group participation: Summer 2021= 91% Afterschool 2021-22= To be determined	Summer = 91% Afterschool = 85%

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, 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.

Teachers will ensure proper attendance record-keeping through communication with attendance secretary.

Awards/Incentives will be given to students with best attendance in the school, on a 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)	Source(s)
1250	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

: In order to reduce the number of suspensions and expulsions, all staff will work with students identifying strengths and strive for positive communications with all students.

Students in all grades will have meaningful 1:1 sessions with their teacher to discuss goals and establish personal relationships.

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.

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 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
1000	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 fit, healthy, have better attendance, and for our students to achieve 4+ of the Healthy Fitness Zone 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 HFZ targets - 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

Strategy 2.5: 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)	Source(s)
200	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

Site Formula funds will be used to purchase supplementary music 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 College/Career and Career Tech exposure, offered through the BFLC - 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, 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
500	Title I 1000-1999: Certificated Personnel Salaries Teacher 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: 4th-6th Grade Students- English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

To further expose students to Career/Technology Education, students in grade 4 will have an opportunity to receive six (6) 1-hour long sessions with an Artist in Residence, from the Sac Metro Arts Commission and students in grades 5-6 will have an opportunity to receive six (6) 1-hour long sessions, after school, with an Artist in Residence, from the Sac Metro Arts Commission.

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)
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract for Teaching Artist Residencies

Strategy/Activity 8

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, information will be provided to parents at the 2021-2022 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, 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/Twitter), 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)
1559	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
500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child Care at Parent Meetings
200	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Training Supplies/Materials

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

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 10
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 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School funds will be used to purchase additional supplemental materials to properly equip the Student/Parent Conference Room. This room will be used to meet with students in small groups, for Foster/Family services to meet with students, for Parents to meet with teachers/school personnel for 504s, SSTs, IEPs, for Academic Conferences focused on student improvement, student social/emotional health, and other meetings/conferences with parents and/or staff.

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 Materials/Equipment

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

Exterior 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 Benches for school grounds

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	$104,613
Total Federal Funds Provided to the School from the LEA for CSI	$104,613
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$294,484.00

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	$84,563.00
Title I Part A: Parent Involvement	$2,259.00
Title III	$17,791.00

Subtotal of additional federal funds included for this school: $104,613.00

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	$189,871.00

Subtotal of state or local funds included for this school: $189,871.00

Total of federal, state, and/or local funds for this school: $294,484.00

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	84,563	0.00
Title I Part A: Parent Involvement	2,259	0.00
LCFF - Supplemental	189,871	0.00
Title III	17,791	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	189,871.00
Title I	84,563.00
Title I Part A: Parent Involvement	2,259.00
Title III	17,791.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,250.00
2000-2999: Classified Personnel Salaries	251,969.00
4000-4999: Books And Supplies	25,765.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	172,628.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,543.00
1000-1999: Certificated Personnel Salaries	Title I	2,550.00
2000-2999: Classified Personnel Salaries	Title I	59,491.00
4000-4999: Books And Supplies	Title I	15,022.00
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 I Part A: Parent Involvement	2,059.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00
2000-2999: Classified Personnel Salaries	Title III	17,791.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	277,431.00
Goal 2	17,053.00

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
	Classroom Teacher
	Classroom Teacher
	Classroom Teacher
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/7/2020.

Attested:

Principal, David Nelson on

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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	November 30, 2020 (updated June 4, 2021)	

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.

A component of the Every Student Succeeds Act (ESSA) requires each Local Educational Agency (LEA) within a state to develop and implement an Accountability Plan that does the following:
Establishes long-terms goals and indicators of success.
Addresses racial and ethnic subgroups.
Provides measurements of interim progress toward meeting long-term goals.
Describes goals for improvement necessary to make significant progress in closing statewide proficiency gaps

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan. State guidelines require that the SPSA must:

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data, including the Academic Performance Index (API). The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The SPSA provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results.

Identify site-specific achievement goals based on a variety of student performance data.
Describe specific instructional strategies to accelerate student learning.
Describe the ways in which student progress will be monitored on a regular basis.
Identify interventions for students not achieving.
Determine the necessary professional development for staff.
Delineate strategies for parent communication and engagement.
Reflect estimated costs and funding sources.
Involve consultation with other site advisory groups.

California Education Code (EC) Section 64001 requires that an SSC develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually. For specific details on the SSC, see Appendix E.

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Comprehensive Needs Assessment Components

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

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

At Vernon E. Greer Elementary staff, families, and learners completed the California Healthy Kids Survey.

Here is a summary of the May 2021 Main Report:

Anti-bullying Climate
80% of learners indicated that grown-ups make it clear that bullying is not allowed.
100% of learners indicated that if they tell a teacher, the teacher will do something to help.

School Environment, School Connectedness, and Academic Motivation
100% of 5th grade learners and 79% of 6th grade learners indicated that teachers and grown-ups at school care about them.
100% of 5th grade learners and 77% of 6th grade learners indicated that teachers and grown-ups at school listen when they have something to say.
83% of 5th grade learners and 46% of 6th grade learners indicated that teachers and grown-ups at school make an effort to get to know them.
100% of all learners indicated that adults who work at this school want every student to do their best.
100% of all learners indicated that adults who work at this school believe that every student can be a success.

Student Developmental Supports and Opportunities at School
100% of learners indicated that adults who work at this school really care about them.
100% of learners indicated that adults acknowledge and pay attention to them.
100% of learners indicated that adults listen to what they have to say.

Promotion of Parent Involvement
93% of parents indicate this school is welcoming to and facilitates parent involvement.
98% of parents indicate this school encourages parents to be active partners in educating their child.
100% of parents indicate teachers at this school communicate with parents about what their children are expected to learn in class.
91% of parents indicate they feel welcome to participate at this school.
97% of parents indicate school staff take parents' concerns seriously.

Supports for Learning and Student Academic Engagement
97% of respondents indicate this school encourages students to feel responsible for how they act.
100% of respondents indicate this school encourages students to understand how others think and feel.
100% of respondents indicate students are taught that they can control their own behavior.
97% of respondents indicate this school helps students resolve conflicts with one another.
100% of respondents indicate this school encourages students to care about how others feel.

Staff Working Environment
93% of staff indicate this is a supportive and inviting place for staff to work.

92% of staff indicate this school promotes trust and collegiality among staff.
97% of staff indicate this is a safe place for staff.
98% of staff indicate adults who work at this school have close professional relationships with one another.
95% of staff indicate adults who work at this school support and treat each other with respect.
95% of staff indicate adults who work at this school feel a responsibility to improve this school.

Vernon E. Greer Elementary will continue to implement the following for LCAP Goal 1:

Problem of Practice Reading Goal: Recognizing the Impact of independent reading.
ELA Goal: Decreasing the number of learners who score below standard on the reading claim.
Writing Goal: Decreasing the number of learners who score below standard on the writing claim.
Implementing consistent writing strategies to improve students' ability to independently produce writing
ELD Goal: Increasing the number of learners who RFEP.
Implementing ELD instruction to develop the language needed to engage in grade-level literacy

PLC Goals:
Implementing consistent analysis of data to support instruction
Using meaningful evaluation and self-reflection to continuously improve classroom instruction
Providing and supporting improvement opportunities

Vernon E. Greer Elementary will implement the following for LCAP goal 2 during the 2021-2022 school year:
Mathematics Goal: Deepening teacher knowledge of the mathematical domains
Participating in year one, operations and algebraic thinking, site learning events
Implementing small group math instruction

Vernon E. Greer Elementary will continue to implement the following for LCAP Goal 2:
PBIS: Improving effectiveness, efficiency, and equity
Restorative Practices: Building Collaboration, Respect, and Positive Behavior
Strengths Activities: Building Upon What Learners Naturally Do Best
Caring School Community Circles: Building a Climate of Kindness and Caring
Second Step Curriculum: Building a Healthy Community
Permission To Feel: Building an Emotionally and Psychologically Safe Learning Environment
Service Learning: Community-Based Activities with Structured Preparation and Reflection
Digital Citizenship: Helping Learners Take Ownership of Their Digital Lives

Vernon E. Greer Elementary will implement the following for LCAP goal 2 during the 2021-2022 school year:
Fostering Resilient Learners: Creating a Trauma-Sensitive Classroom
Peace Corners: Integrating Checking In and Reflecting to Support Well Being NEW

Classroom Observations

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

At Vernon E. Greer Elementary, observations occur regularly throughout the year in all classrooms. The majority of observations are informal, mini-observations which include written feedback and a face-to-face follow-up conversation. Formal observations can also be conducted.

100 distance learning and in-person classroom observation were completed
3 summary evaluations were completed

Due to COVID, District Curriculum Coaches were not able to support teachers 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.

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.

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 NCLB 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 plays an important part in the implementation of the personalization model and for increasing professional capacity. The District provides strategic release days 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. District Curriculum Coaches 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 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 TK-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, Illustrative 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 After School Education and Safety (ASES). Extended Day opportunities are provided and well as ABC tutoring through the Bright Future Learning Center (BFLC). Additionally, a comprehensive Multi-tiered System of Supports (MTSS) process is in place. The MTSS 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 two 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.

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 honored to be a recipient of State funds which provide for an after-school program. The After School Education and Safety Program services learners Monday through Friday from 2:30 p.m.- 6:00 p.m.

Vernon E. Greer Elementary 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.

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. The BFLC aides in personalizing learning and is utilized as an enrichment hub which offers and supports blended learning opportunities beyond the classroom. Additionally, the BFLC provides after school clubs based on learner interests. The BFLC is open Monday through Friday from 8:00 a.m. - 6:00 p.m.

Teachers and administration communicate regularly. In addition to face-to-face conversations, phone calls, emails, newsletters, and the site website are used. 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.

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. Services provide support in literacy and math learning.

Fiscal support (EPC)

All categorical and targeted funds are aligned to LCAP and site goals. Additionally, Supplemental and Categorical funds are used to lower class size. Educator Effectiveness funds are used to support teacher professional development.

Stakeholder 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, student 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.

Resource inequities were reflected in data analysis and include:
Chronic Absenteeism for all student groups
English Language Arts for English learners and socioeconomically disadvantaged status

These areas are defined as areas of need in the CA Accountability Dashboard.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	1.08%	1.62%	1	5	8
African American	1.09%	1.3%	1.01%	5	6	5
Asian	1.09%	0.86%	1.82%	5	4	9
Filipino	1.96%	2.16%	2.23%	9	10	11
Hispanic/Latino	58.26%	54.86%	54.86%	268	254	271
Pacific Islander	0.43%	0.43%	0.2%	2	2	1
White	33.70%	35.85%	35.02%	155	166	173
Multiple/No Response	%	0.43%	3.24%		2	0
			Total Enrollment	460	463	494

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	78	96
Grade 1	52	69	75
Grade 2	63	55	62
Grade3	60	65	65
Grade 4	56	64	69
Grade 5	66	67	63
Grade 6	82	65	64
Total Enrollment	460	463	494

Conclusions based on this data:

1. Overall enrollment remained relatively constant for the 2010-2020 school year.

2. Overall enrollment in the intermediate grades declined.

3. Site boundaries changed to ensure continued growth.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	120	106	117	26.1%	22.9%	23.7%
Fluent English Proficient (FEP)	44	36	41	9.6%	7.8%	8.3%
Reclassified Fluent English Proficient (RFEP)	12	11	6	10.4%	9.2%	5.7%

Conclusions based on this data:

1. Overall English Learner enrollment remained relatively constant for the 2019-2020 school year.

2. The number of Fluent English Proficient learners significantly decreased.

3. The number of Reclassified Fluent English Proficient learners significantly 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	61	65	55	61	65	55	61	65	100	100	100
Grade 4	66	59	66	66	59	66	66	59	66	100	100	100
Grade 5	84	62	65	84	62	65	84	62	65	100	100	100
Grade 6	75	78	64	74	78	64	74	78	64	98.7	100	100
All	280	260	260	279	260	260	279	260	260	99.6	100	100

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2392.	2435.	2426.	9.09	26.23	20.00	23.64	26.23	27.69	32.73	32.79	33.85	34.55	14.75	18.46
Grade 4	2456.	2482.	2479.	19.70	27.12	30.30	27.27	32.20	24.24	15.15	18.64	18.18	37.88	22.03	27.27
Grade 5	2485.	2509.	2500.	14.29	17.74	20.00	30.95	38.71	33.85	20.24	27.42	13.85	34.52	16.13	32.31
Grade 6	2505.	2517.	2517.	8.11	5.13	9.38	24.32	46.15	31.25	40.54	29.49	35.94	27.03	19.23	23.44
All Grades	N/A	N/A	N/A	12.90	18.08	20.00	26.88	36.54	29.23	26.88	27.31	25.38	33.33	18.08	25.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	29.51	23.08	47.27	45.90	58.46	50.91	24.59	18.46
Grade 4	21.21	32.20	30.30	51.52	54.24	48.48	27.27	13.56	21.21
Grade 5	22.62	24.19	23.08	46.43	58.06	47.69	30.95	17.74	29.23
Grade 6	13.51	20.51	23.44	56.76	52.56	53.13	29.73	26.92	23.44
All Grades	15.77	26.15	25.00	50.54	52.69	51.92	33.69	21.15	23.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.36	18.03	18.46	50.91	54.10	50.77	32.73	27.87	30.77
Grade 4	22.73	25.42	10.61	50.00	50.85	69.70	27.27	23.73	19.70
Grade 5	21.43	14.52	20.00	47.62	61.29	49.23	30.95	24.19	30.77
Grade 6	12.16	11.54	10.94	48.65	60.26	51.56	39.19	28.21	37.50
All Grades	18.28	16.92	15.00	49.10	56.92	55.38	32.62	26.15	29.62

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	5.45	24.59	24.62	74.55	65.57	63.08	20.00	9.84	12.31
Grade 4	9.09	18.64	21.21	66.67	71.19	65.15	24.24	10.17	13.64
Grade 5	13.10	14.52	23.08	65.48	70.97	56.92	21.43	14.52	20.00
Grade 6	10.81	16.67	17.19	67.57	70.51	64.06	21.62	12.82	18.75
All Grades	10.04	18.46	21.54	68.10	69.62	62.31	21.86	11.92	16.15

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	10.91	22.95	16.92	60.00	57.38	64.62	29.09	19.67	18.46
Grade 4	21.21	20.34	21.21	54.55	61.02	62.12	24.24	18.64	16.67
Grade 5	22.62	27.42	30.77	44.05	61.29	40.00	33.33	11.29	29.23
Grade 6	22.97	23.08	20.31	56.76	55.13	56.25	20.27	21.79	23.44
All Grades	20.07	23.46	22.31	53.05	58.46	55.77	26.88	18.08	21.92

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	61	65	55	61	65	55	61	65	100	100	100
Grade 4	66	59	66	66	59	65	66	59	65	100	100	98.5
Grade 5	84	62	65	84	62	65	84	62	65	100	100	100
Grade 6	75	78	64	74	78	64	74	78	64	98.7	100	100
All	280	260	260	279	260	259	279	260	259	99.6	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2442.	2437.	5.45	18.03	23.08	36.36	36.07	32.31	36.36	32.79	20.00	21.82	13.11	24.62
Grade 4	2456.	2471.	2466.	9.09	11.86	10.77	28.79	35.59	29.23	34.85	33.90	40.00	27.27	18.64	20.00
Grade 5	2507.	2505.	2508.	17.86	24.19	24.62	23.81	17.74	21.54	38.10	24.19	23.08	20.24	33.87	30.77
Grade 6	2518.	2535.	2513.	14.86	17.95	14.06	12.16	25.64	21.88	52.70	37.18	28.13	20.27	19.23	35.94
All Grades	N/A	N/A	N/A	12.54	18.08	18.15	24.37	28.46	26.25	40.86	32.31	27.80	22.22	21.15	27.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.45	29.51	36.92	38.18	50.82	29.23	36.36	19.67	33.85
Grade 4	19.70	23.73	24.62	36.36	40.68	27.69	43.94	35.59	47.69
Grade 5	32.14	33.87	32.31	29.76	25.81	32.31	38.10	40.32	35.38
Grade 6	17.57	30.77	25.00	40.54	38.46	34.38	41.89	30.77	40.63
All Grades	24.01	29.62	29.73	35.84	38.85	30.89	40.14	31.54	39.38

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	18.18	29.51	29.23	60.00	45.90	47.69	21.82	24.59	23.08
Grade 4	15.15	16.95	9.23	51.52	55.93	64.62	33.33	27.12	26.15
Grade 5	17.86	19.35	20.00	38.10	41.94	50.77	44.05	38.71	29.23
Grade 6	16.22	17.95	14.06	54.05	53.85	34.38	29.73	28.21	51.56
All Grades	16.85	20.77	18.15	49.82	49.62	49.42	33.33	29.62	32.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	27.27	26.23	35.38	56.36	62.30	38.46	16.36	11.48	26.15
Grade 4	16.67	23.73	15.38	48.48	54.24	55.38	34.85	22.03	29.23
Grade 5	19.05	19.35	18.46	57.14	48.39	50.77	23.81	32.26	30.77
Grade 6	14.86	14.10	17.19	52.70	53.85	48.44	32.43	32.05	34.38
All Grades	19.00	20.38	21.62	53.76	54.62	48.26	27.24	25.00	30.12

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**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	1440.7	1458.5	1458.5	1478.4	1399.0	1411.8	21	19
Grade 1	1494.3	1491.8	1482.1	1476.0	1505.9	1507.4	17	19
Grade 2	1495.6	1511.5	1486.0	1499.6	1504.7	1523.1	25	15
Grade 3	1523.7	1489.8	1513.8	1480.4	1533.1	1499.0	15	18
Grade 4	*	1538.5	*	1524.4	*	1552.1	*	17
Grade 5	*	*	*	*	*	*	*	10
Grade 6	1529.0	*	1514.0	*	1543.5	*	11	9
All Grades							107	107

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**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	61.90	15.79	*	73.68	*	10.53	*	0.00	21	19
1	70.59	26.32	*	52.63		15.79	*	5.26	17	19
2	60.00	20.00	*	73.33	*	0.00	*	6.67	25	15
3	*	16.67	*	38.89	*	33.33	*	11.11	15	18
4	*	41.18	*	47.06	*	5.88		5.88	*	17
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	11	*
All Grades	50.47	25.23	30.84	55.14	14.02	14.02	*	5.61	107	107

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.90	36.84	*	52.63	*	10.53	*	0.00	21	19
1	70.59	36.84	*	42.11		15.79	*	5.26	17	19
2	64.00	53.33	*	40.00	*	0.00	*	6.67	25	15
3	*	33.33	*	27.78	*	27.78	*	11.11	15	18
4	*	47.06	*	47.06	*	0.00		5.88	*	17
6	*	*	*	*	*	*		*	11	*
All Grades	59.81	47.66	25.23	37.38	10.28	9.35	*	5.61	107	107

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	*	52.63	*	36.84	*	5.26	21	19
1	70.59	36.84	*	21.05		36.84	*	5.26	17	19
2	52.00	13.33	*	80.00	*	0.00	*	6.67	25	15
3	*	5.56	*	44.44	*	33.33	*	16.67	15	18
4	*	35.29	*	47.06	*	11.76	*	5.88	*	17
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*	*	*	11	*
All Grades	40.19	15.89	34.58	46.73	15.89	28.97	*	8.41	107	107

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	80.95	42.11	*	57.89	*	0.00	21	19
1	82.35	73.68	*	21.05	*	5.26	17	19
2	60.00	53.33	*	40.00	*	6.67	25	15
3	*	22.22	*	55.56	*	22.22	15	18
4	*	35.29	*	52.94	*	11.76	*	17
6	*	*	*	*		*	11	*
All Grades	62.62	40.19	31.78	51.40	*	8.41	107	107

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	42.11	*	57.89	*	0.00	21	19
1	64.71	5.26	*	84.21	*	10.53	17	19
2	72.00	40.00	*	53.33	*	6.67	25	15
3	*	55.56	*	33.33	*	11.11	15	18
4	*	70.59	*	23.53		5.88	*	17
6	*	*	*	*		*	11	*
All Grades	61.68	49.53	30.84	43.93	*	6.54	107	107

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	85.71	100.00	*	0.00	21	19
1	76.47	42.11	*	52.63	*	5.26	17	19
2	64.00	46.67	*	46.67	*	6.67	25	15
3	*	5.56	*	72.22	*	22.22	15	18
4	*	23.53	*	58.82	*	17.65	*	17
6	*	*	*	*	*	*	11	*
All Grades	37.38	18.69	46.73	70.09	15.89	11.21	107	107

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	47.37	*	42.11	*	10.53	21	19
1	*	26.32	*	63.16	*	10.53	17	19
2	56.00	6.67	*	86.67	*	6.67	25	15
3	*	11.11	*	72.22	*	16.67	15	18
4	*	52.94	*	47.06	*	0.00	*	17
6	*	*	*	*		*	11	*
All Grades	50.47	28.04	41.12	63.55	*	8.41	107	107

Conclusions based on this data:

1. ELPAC and SBAC data are closely aligned.

2. Sixteen learners meet the Overall 4 criteria for reclassification.

3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
463	**66.3**	**22.9**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	106	22.9
Foster Youth	1	0.2
Homeless	9	1.9
Socioeconomically Disadvantaged	307	66.3
Students with Disabilities	50	10.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3
American Indian	5	1.1
Asian	4	0.9
Filipino	10	2.2
Hispanic	254	54.9
Two or More Races	14	3.0
Pacific Islander	2	0.4
White	166	35.9

Conclusions based on this data:

1. Socioeconomically Disadvantaged student group remained over 50%.

2. English Learners student group dropped to below 25%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. English Language Arts overall results are green.

2. Mathematics overall results are green.

3. Chronic Absenteeism overall results are red.

School and Student Performance Data

Academic Performance
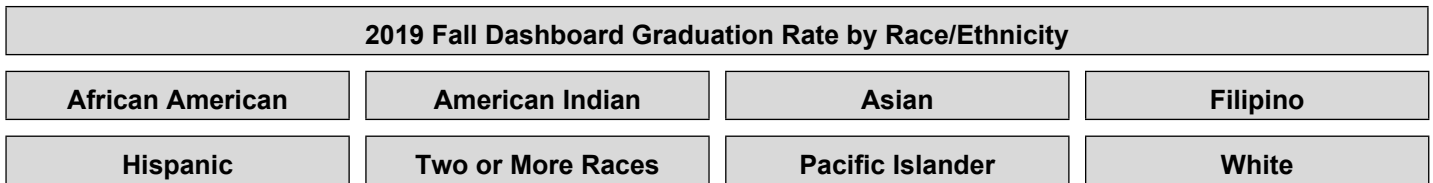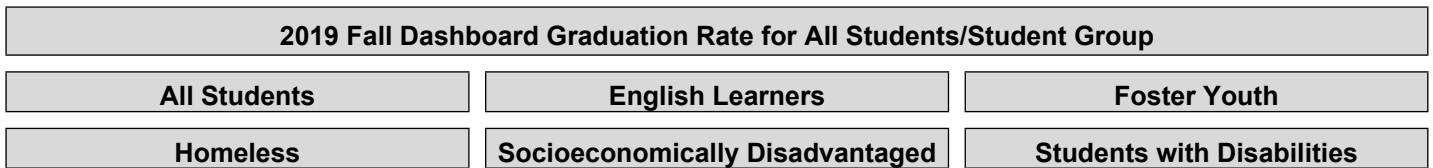## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
0.1 points above standard	10.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.7 points	Increased ++5.9 points	
250	72	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.9 points below standard	52 points below standard
	Declined -3 points	Maintained -2 points
9	172	32

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	3	2	6

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Yellow
1.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.3 points below standard
Increased ++3.1 points	6	1	Declined -7.1 points
148			81

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
46.6 points below standard	52.6 points above standard	1.2 points above standard
Increased ++6.5 points	Increased Significantly ++29.1 points	Maintained -2.6 points
46	26	169

Conclusions based on this data:

1. The English Learner Student Group increased.

2. The Socioeconomically Disadvantaged Student Group increased.

3. All Students increased 25 points and are 2 points above the standard.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

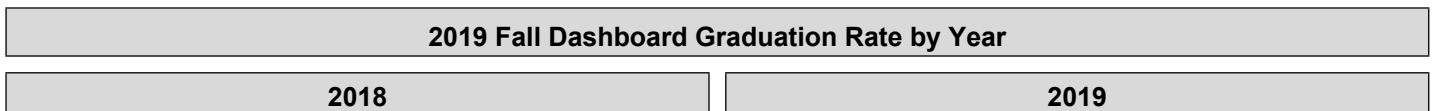Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
16.9 points below standard	33.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	Declined -9.7 points	
249	72	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	31.3 points below standard	44.2 points below standard
	Declined -6.6 points	Increased ++10.9 points
9	171	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	3	2	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
18.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.5 points below standard
Declined -3.6 points	6	1	Declined -6.7 points
147			81

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.8 points below standard	18.4 points above standard	12.8 points below standard
Declined -6.2 points	Increased ++6 points	Maintained -1.8 points
46	26	168

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.4 making progress towards English language proficiency
Number of EL Students: 87
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	31.0	10.3	39.0

Conclusions based on this data:

1. 50% of learners may be able to reclassify as Fluent English Proficient.

2. 50% of learners will continue to set goals in one or more of the four domains.

3. Our newcomer scored Beginning Stage Level 1.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
16.7	17.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Declined -1.9	2
490	117	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
21.1	21.8	26.7
Increased +13.4	Maintained +0.3	Increased +2
19	331	75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
6	5	5	Maintained 0
			11

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
17.2	18.8	Less than 11 Students - Data Not Displayed for Privacy	16.3
Increased +1.2	Declined -6.3	2	Increased +1.6
273	16		172

Conclusions based on this data:

1. There is an overall increase in Chronic Absenteeism for All Students.

2. Sixteen percent of learners need attendance support.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
2.8	2.6	Less than 11 Students - Data Not ~~Displayed for Privacy~~
Increased +0.7	Increased +0.9	3
501	117	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Yellow
0	3.8	2.6
Declined -6.3	Increased Significantly +2.2	Maintained -0.2
21	338	77

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
6	5	5	Maintained 0
			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
2.9	0	Less than 11 Students - Data Not Displayed for Privacy	3.4
Increased +1.5	Maintained 0	2	Maintained -0.2
277	16		179

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.1	2.8

Conclusions based on this data:

1. The Homeless Student Group increased.

2. The White Student Group and the Hispanic Student Group both increased.

3. The White Student Group and the Hispanic Student Group remain relatively close.

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 student through impactful teaching practices, high standards and equitable resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of TK-6th grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 5% each year.	2020-2021 Grade-Level Baseline: 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% Fourth Grade: 35/48=73% Fifth Grade: 39/53=74% Sixth Grade: 44/63=73%	2021-2022 Expected Outcome: Transitional Kindergarten: 85% Kindergarten: 85% First Grade: 85% Second Grade: 85% Third Grade: 85% Fourth Grade: 85% Fifth Grade: 85% Sixth Grade: 85% All Students: English Learners: Socioeconomically Disadvantaged: Students With Disabilities: Hispanic: White:
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Mathematics on Spring MAP will increase at least 5% each year.	2020-2021 Grade-Level Baseline: First Grade: Second Grade: 42% Third Grade: 61% Fourth Grade: 70% Fifth Grade: 23% Sixth Grade: 37%	2021-2022 Expected Outcome: First Grade: 85% Second Grade: 85% Third Grade: 85% Fourth Grade: 85% Fifth Grade: 85% Sixth Grade: 85%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		All Students: English Learners: Socioeconomically Disadvantaged: Students With Disabilities: Hispanic: White: Reclassified English Learners:
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: First Grade: Second Grade: 50% Third Grade: 69% Fourth Grade: 63% Fifth Grade: 29% Sixth Grade: 49%	2021-2022 Expected Outcome: First Grade: Second Grade: 85% Third Grade: 85% Fourth Grade: 85% Fifth Grade: 85% Sixth Grade: 85%
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.	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 Declined 3 points Students With Disabilities: ORANGE 52 points below standard Maintained -2 points Hispanic: GREEN 1.9 points above standard Increased 3.1 points White: YELLOW 4.3 points below standard Declined 7.1 points	2021-2022 Expected Outcome: All Students: GREEN 10.1 point above standard English Learners: GREEN .8 points below standard Socioeconomically Disadvantaged: YELLOW 3.9 points below standard Students With Disabilities: ORANGE 42 points below standard Hispanic: GREEN 10.9 points above standard White: GREEN 5.7 points above standard
All student groups, on the CA School Dashboard, will	2019 California Dashboard:	2021-2022 Expected Outcome:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	All Students: YELLOW 16.9 points below standard Declined 5.6 points English Learners: ORANGE 33.5 points below standards Declined 9.7 points Socioeconomically Disadvantaged: ORANGE 31.3 points below standard Declined 9.7 points Students With Disabilities: YELLOW 44.2 points below standard Increased 10.9 points Hispanic: YELLOW 18.7 points below standard Declined 3.6 points White: YELLOW 14.5 points below standard Declined 6.7 points	All Students: GREEN 6.9 points below standard English Learners: YELLOW 23.5 points below standards Socioeconomically Disadvantaged: YELLOW 21.3 points below standard Students With Disabilities: YELLOW 34.2 points below standard Hispanic: GREEN 8.7 points below standard White: GREEN 4.5 points below standard
The participation rate of 3rd-8th grade Students With Disabilities taking the the Mathematics & ELA CAASPP will meet or exceed 95%.	2019 California Dashboard: Students With Disabilities ELA Participation Rate: 88% Math Participation Rate: 88%	2021-2022 Expected Outcome: Students With Disabilities ELA Participation Rate: 95% Math Participation Rate: 95%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	2019 California Dashboard: 49.4/81=60% making progress towards English language proficiency. Performance Level: Medium 20/81=25% Decreased Performance Level 31/81=38% Maintained Performance Level 10/81=12% Maintained Performance Level 4 39/81=48% Progressed Performance Level	2021-2022 Expected Outcome: 65% making progress towards English language proficiency. Performance Level: High 20% Decreased Performance Level Maintained Performance Level Maintained Performance Level 4 Progressed Performance Level
English Learner reclassification rate will increase at least 1% each year.	2019-2020 Baseline: 15/115 English Learners 13%	2021-2022 Expected Outcome: 14%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-2021 Baseline: Maintained 100%	2021-2022 Expected Outcome: Maintained 100%
Students utilizing technological resources in order to support academic growth will be maintained at 100%.	2020-2021 Baseline: Maintained 100%	2021-2022 Expected Outcome: Maintained 100%
Misassignments of teachers will remain at 0.	2020-2021 Baseline: Maintained 100%	2021-2022 Expected Outcome: Maintained 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%.	2020-2021 Baseline: Maintained 100%	2021-2022 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.	2020-2021 Baseline: Maintained 100%	2021-2022 Expected Outcome: Maintained 100%
Parent CalSCHL survey will be completed by a minimum of 120 families with an increase of 10% each year.	2020-2021 Baseline: 136 families responded	2021-2022 Expected Outcome: 150 families
Parent use of SIS Parent Portal will increase 10% annually.	2020-2021:0% (New SIS System Fall 2021)	2021-22 Expected Outcome: 50%
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites.	2020-2021 Baseline: FAIR	2021-2022 Expected Outcome: The Annual School Facilities rating will be restored to good "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

ELA Goal: Decreasing the number of learners who score below standard on the reading claim.
Implementing 50% whole class and 50% small group ELA instruction

Second Grade
2 SIPPS Extension Sets
2 SIPPS Challenge Sets

Fourth Grade
2 SIPPS Challenge Sets

First Grade
1 Zoo Phonics Set

Accelerated Reader
2 new primary classroom library sets
Replace old/missing classroom library books

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)
27,000.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures SIPPS/Zoo Phonics

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

Problem of Practice Reading Goal: Recognizing the Impact of independent reading.

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)

1,500.00	LCFF - Supplemental 4000-4999: Books And Supplies Accelerated Reader

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 Goal: Decreasing the number of learners who score below standard on the writing claim. Implementing consistent writing strategies to improve students' ability to independently produce writing

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 Goal: Increasing the number of learners who RFEP.
Implementing 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

Mathematics Goal: Deepening teacher knowledge of the mathematical domains
Participating in year one, operations and algebraic thinking, site learning events
Implementing small group math 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)
1000.00	Title I 1000-1999: Certificated Personnel Salaries Math Professional Development - Kim Frizzi

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

PLC Goals: Implementing consistent analysis of data to support instruction Using meaningful evaluation and self-reflection to continuously improve classroom instruction Providing and supporting 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)

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

Chronic Absenteeism
Social Emotional Learning:

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%	2021-2022 Daily Attendance Rate Expected Outcome: Greer daily attendance rate: 96%
Chronic absenteeism rate will decrease by 1% or greater for every student subgroup.	2019 California Dashboard: All Students: ORANGE 16.7% Increased 1% English Learners: YELLOW 17.9% Declined 1.9% Socioeconomically Disadvantaged: RED 21.8 Maintained +0.3% Students With Disabilities: RED 26.7% Increased 2% Hispanic: ORANGE 17.2% Increased 1.2%	2021-2022 California Dashboard Expected Outcome: All Students: YELLOW 15.7% English Learners: YELLOW 16.9% Socioeconomically Disadvantaged: ORANGE 20.8 Students With Disabilities: ORANGE 25.7% Hispanic: YELLOW 16.2% White: YELLOW 15.3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White: ORANGE 16.3% Increased 1.6%	
Overall suspension rate will decrease by 1% or greater for every student subgroup.	2019 California Dashboard: All Students: ORANGE 2.8% Increased 0.7% English Learners: ORANGE 2.6% Increased 0.9% Socioeconomically Disadvantaged: RED 3.8% Increased 2.2% Students With Disabilities: Yellow 2.6% Maintained -0.2% Hispanic: ORANGE 2.9% Increased 1.5% White: ORANGE 3.4% Maintained -0.2%	2021-2022 California Dashboard Expected Outcome: All Students: YELLOW 1.8% English Learners: YELLOW 1.6% Socioeconomically Disadvantaged: ORANGE 2.8% Students With Disabilities: GREEN 1.6% Hispanic: YELLOW 1.9% White: YELLOW 2.4%
Overall expulsion rate will decrease by 1% or greater for every subgroup.	2020-21 District Data All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 0 White: 0	2021-2022 California Dashboard Expected Outcome: All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 0 White: 0
Percentage of parents responding Strongly Agree and Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%.	2020-2021 Fall Survey Results: 74% of parents indicate this school actively seeks the input of parents before making important decisions. 89% of parents indicate this school promotes academic success for all students.	2021-2022 Fall Survey Results Expected Outcome: 78% of parents indicate this school actively seeks the input of parents before making important decisions. 89% or more parents indicate this school promotes academic success for all students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	91% of parents indicate this school motivates students to learn. 66% of parents indicate this school provides quality counseling or other ways to help students with social or emotional needs. 96% of parents indicate this school has adults who really care about students. 92% of parents indicate this school is a supportive and inviting place for students to learn. 98% of parents indicate this school is a safe place for my child. 73% of parents indicate this school promotes respect of all cultural beliefs and practices.	91% or more parents indicate this school motivates students to learn. 70% of parents indicate this school provides quality counseling or other ways to help students with social or emotional needs. 96% or more parents indicate this school has adults who really care about students. 92% or more parents indicate this school is a supportive and inviting place for students to learn. 98% or more parents indicate this school is a safe place for my child. 77% of parents indicate this school promotes respect of all cultural beliefs and practices.
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%.	2020-2021 Fall Survey Results: August - March COVID DL 68% of sixth grader indicate they are connected to school 64% of fifth grade learners indicate they are academically motivated 79% of sixth grade learners indicate they are academically motivated. 83% of fifth grade learners indicate the teachers and other grown-ups at school care about them. 79% of sixth grade learners indicate the teachers and other grown-ups at school care about them.	2021-2022 Fall Survey Results Expected Outcome: 71% of sixth grader indicate they are connected to school 67% of fifth grade learners indicate they are academically motivated 83% of sixth grade learners indicate they are academically motivated. 87% of fifth grade learners indicate the teachers and other grown-ups at school care about them. 83% of sixth grade learners indicate the teachers and other grown-ups at school care about them.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	27% of sixth grade learners indicate meaningful participation in this school. 78% of sixth grade learners indicate this school has social and emotional learning supports 45% of fifth grade learners indicate they feel sad some of the time. 58% of sixth grade learners indicate they feel sad some of the time.	28% of sixth grade learners indicate meaningful participation in this school. 82% of sixth grade learners indicate this school has social and emotional learning supports: 43% of fifth grade learners indicate they feel sad some of the time. 55% of sixth grade learners indicate they feel sad some of the time.
At least 65% of the students served in Extended Learning Afterschool and Summer will be students from the unduplicated students' group (Low SES, EL, foster).	2021 Summer Unduplicated Student Group Participation: English Learners: 59/199=30% TK/K 15 1st 10 2nd 9 3rd 9 4th 2 5th 7 6th 7 Foster/Homeless: 10/199=5% TK/K 1 1st 1 2nd 2 3rd 0 4th 2 5th 1 6th 3 Socioeconomically Disadvantaged:77/199=39% TK/K 17 1st 18 2nd 12 3rd 8 4th 7 5th 6 6th 9 Afterschool 2021-2022: TBD	2021-2022 Unduplicated Student Group Participation Expected Outcome: 40% Afterschool 2021-2022: TBD

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: 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)	Source(s)
1,500.00	Title I 4000-4999: Books And Supplies PBIS Incentives
1,500.00	Educator Effectiveness 1000-1999: Certificated Personnel Salaries Learning Events

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: 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

Strengths 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)

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: Building a Climate of Kindness and Caring
2 new primary kits

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 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: Building a Healthy Community
2 new primary kits

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 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: Creating a Trauma-Sensitive Classroom
15 paperback copies

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	Title I 4000-4999: Books And Supplies Fostering Resilient Learners 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: Building an Emotionally and Psychologically Safe Learning Environment

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

Peace Corners: 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)
1,000.00	Title I

	4000-4999: Books And Supplies SEL 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: 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)

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: 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)

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	$66,932
Total Federal Funds Provided to the School from the LEA for CSI	$66,932
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$37,600.00

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	$34,600.00

Subtotal of additional federal funds included for this school: $34,600.00

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 ($)
Educator Effectiveness	$1,500.00
LCFF - Supplemental	$1,500.00

Subtotal of state or local funds included for this school: $3,000.00

Total of federal, state, and/or local funds for this school: $37,600.00

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	57,925	23,325.00
Title I Part A: Parent Involvement	1,547	1,547.00
LCFF - Supplemental	109,820	108,320.00
Title III	7,460	7,460.00

Expenditures by Funding Source

Funding Source	Amount
Educator Effectiveness	1,500.00
LCFF - Supplemental	1,500.00
Title I	34,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,500.00
2000-2999: Classified Personnel Salaries	27,000.00
4000-4999: Books And Supplies	5,100.00
5000-5999: Services And Other Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	1,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00

2000-2999: Classified Personnel Salaries	Title I	27,000.00
4000-4999: Books And Supplies	Title I	3,600.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,500.00
Goal 2	5,100.00

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
Linda Pappas	Classroom Teacher
Amy Madison	Classroom Teacher
Jill Daluz	Classroom Teacher
Maria Anaya	Other School Staff
Alayna Crandell	Parent or Community Member
Haily Lubich	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Stephanie Simonich on 6-1-2021
SSC Chairperson, Kim Silveria on 6-1-2021

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

 1. Ensure that those students' difficulties are identified on a timely basis; and

 2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov.](mailto:SISO@cde.ca.gov)

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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	12/10/2020 (updated 6/14/2021)	

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)

X 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.

Table of Contents

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, school wide 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	63 (-3)	60 (+3)
Academic motivation	63 (-12)	60 (-12)
Chronic truancy (twice a month or more often)	8 (+5)	9 (+8)
Caring adult relationships	67 (-1)	59 (-1)
High expectations	74 (-4)	71 (-1)
Meaningful participation	27 (-8)	21 (-3)
Facilities upkeep	85 (+35)	73 (+36)
Promotion of parent involvement in school	56 (-4)	52 (+1)
School Safety		
School perceived as very safe or safe	69 (+9)	64 (+8)
Experienced any harassment or bullying	17 (-18)	28 (-6)
Had mean rumors or lies spread about you	13 (-17)	22 (-14)
Been afraid of being beaten up	11 (-14)	12 (-5)
Been in a physical fight	6 (-7)	7 (-4)
Seen a weapon on campus	7 (-5)	10 (-7)
"Substance Use and Physical/Mental Health		
Current alcohol or drug use"		
Current alcohol or drug use	5 (-4)	10 (-6)
Current marijuana use	2 (-1)	4 (-4)
Current binge drinking	2 (0)	2 (-2)
Very drunk or "high" 7 or more times, ever	1 (0)	1 (-3)
Been drunk or "high" on drugs at school, ever	1 (-2)	3 (-3)
Current cigarette smoking	0 (-1)	0 (-1)
Vaping	3 (-1)	6 (-1)
Sleep deprivation (less than 8 hours)	28 (-5)	33 (-11)

	Grade 7 %	Grade 8 %
Experienced chronic sadness/hopelessness	40 (+14)	37 (+5)
Considered suicide	16 (+3)	20 (+2)

Key Indicators of School Climate

School Climate Scales
Grade 7   %   Grade 8   %

	Grade 7 %	Grade 8 %
Supports for learning	71 (+3)	68 (+9)
Student learning engagement	45 (+15)	35 (+9)
Fairness and respect for diversity	64 (+14)	50 (+16)
Racial/Ethnic conflict	9 (-2)	10 (-3)
Appreciation of racial/ethnic differences	66 (+12)	57 (+14)
Clarity of rules	75 (-2)	73 (+8)
Disciplinary harshness	22 (-23)	30 (-23)
Student peer relationships	52 (+9)	44 (+6)
Supports for social and emotional learning	64 (+4)	58 (+12)
Anti-bullying climate	48 (+4)	37 (0)
Quality of physical environment	80 (+32)	71 (+34)
Time for lunch	54 (0)	52 (+9)

Key Indicators of Social Emotional Health
Grade 7   %   Grade 8   %

	Grade 7 %	Grade 8 %
Covitality	63 (-8)	62 (-2)
Belief in self	59 (-8)	56 (-4)
Belief in others	71 (-6)	71 (0)
Emotional competence	68 (-5)	68 (+3)
Engaged living	53 (-13)	51 (-8)
Growth mindset	72 (+5)	75 (+9)
Goals	76 (-4)	75 (-1)
Collaboration	68 (-3)	61 (0)

Covitality Domains and Subdomains
Grade 7   %   Grade 8   %

	Grade 7 %	Grade 8 %
Belief in self	59 (-8)	56 (-4)
Self-efficacy	64 (-13)	68 (-3)
Self-awareness	63 (-10)	61 (-3)
Persistence	49 (-1)	38 (-7)
Belief in others	71 (-6)	71 (0)
School supports	76 (-2)	71 (0)
Family connectedness	70 (-10)	71 (+2)
Peer supports	67 (-7)	72 (0)
Emotional competence	68 (-5)	68 (+3)
Emotional regulation	71 (-5)	72 (+5)
Empathy	71 (-4)	67 (-3)
Behavioral self-control	62 (-8)	65 (+7)
Engaged living	53 (-13)	51 (-8)
Optimism	48 (-16)	50 (-5)
Gratitude	66 (-6)	63 (-4)
Zest	46 (-17)	40 (-15)

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   36 (0)   27 (+3)   31 (+1)
Agree   37 (+5)   42 (+12)   39 (+8)
Neither agree nor disagree   20 (-2)   27 (-2)   24 (-2)
Disagree   4 (-1)   3 (-6)   4 (-3)
Strongly disagree   3 (-2)   2 (-5)   3 (-3)

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 formal observations are recorded utilizing the 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 improve performance. Ongoing professional development is offered to all staff on a regular basis.

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 for a Personalized Learning Plan (PLP) for each student.

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 the parent portal 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 (curriculum coaches).

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 Academic Coaches, 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 partnership with CALLI that was instrumental in the formation of the 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)

The school continues to provide professional development in order to fully implement Common Core State Standards (CCSS) as addressed above. With the continued implementation of the rigorous CPM (College Preparatory Math) program, various professional development opportunities are available and attended by the math staff in an effort to gain strategies necessary to fill content knowledge gaps in foundational math in an effort to balance mathematics pacing with learner needs (implementation of the web based Khan program to fill math competencies that are lacking). The teacher will participate in district training based on the findings and recommendations of the Literacy Team (formerly the CALLI (California Language and Learning Innovation Collaborations) team), in order to support learners' use of language to access complex text and engage in effective expression (conversation) of content knowledge. Staff development opportunities will also be available in the Teacher Curriculum Institute (TCI) for social studies and the Amplify program for language arts.

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.

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 or 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 ELL students by their language arts teacher.

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 documents when appropriate. Common Core and NGSS have played an integral role in the development of content specific curriculum. PLPs are developed for each student enabling them the ability to set personal and academic goals.

Parental Engagement

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

McCaffrey Middle School provides a school counselor, health assistant, school nurse, School Resource Officer, bilingual instructional assistants, instructional assistant, After School Education and Safety (ASES) program, 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), Open House and other school events

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants. Students in need of support outside of the regular classroom will have access to before and after school programs through After School Education and Safety (ASES), the Galt Assisted Learning and Enrichment Program (GALEP), and the Migrant Ed funding of after school tutoring for math.

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 school counselor, social worker 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 counselor.

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.

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 (EIA), Title I and Title III.

Fiscal support (EPC)

Title I, Title III, Supplemental and Concentration (EIA) and Centralized Services to provide support (Bilingual Instructional Assistants, Bilingual Office Assistants, Instructional Assistants, Coach, Campus Monitor).

Stakeholder 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 staff, students, School Site Council and ELAC have been consulted on the development and implementation of this plan.

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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.32%	0.23%	0%	3	2	0
African American	1.40%	1.02%	1.59%	13	9	13
Asian	2.15%	2.38%	2.44%	20	21	20
Filipino	0.65%	0.9%	1.22%	6	8	10
Hispanic/Latino	60.28%	62.56%	62.2%	560	553	510
Pacific Islander	0.43%	0.23%	0.73%	4	2	6
White	33.69%	30.43%	29.02%	313	269	238
Multiple/No Response	%	0.11%	2.68%		1	1
			Total Enrollment	929	884	820

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	448	423	407
Grade 8	481	461	413
Total Enrollment	929	884	820

Conclusions based on this data:

1. Our enrollment continues to decline.

2. Our Latino seems to have stabilized around 62% in regards to the percent of the total population.

3. Our White population seems to have stabilized around 30%in regards to the percent of the total population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	89	101	116	9.6%	11.4%	14.1%
Fluent English Proficient (FEP)	278	264	239	29.9%	29.9%	29.1%
Reclassified Fluent English Proficient (RFEP)	27	24	18	37.0%	27.0%	17.8%

Conclusions based on this data:

1. ELs continue to increase in numbers and percent even though we are in declining enrollment

2. FEP percent of total has not fluctuated much in the last 3 years

3. The percent of students being reclassified (RFEP) has continued to decrease in 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	469	449	415	464	443	406	464	443	405	98.9	98.7	97.8
Grade 8	427	473	447	416	470	433	416	470	433	97.4	99.4	96.9
All	896	922	862	880	913	839	880	913	838	98.2	99	97.3

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2531.	2531.	2545.	8.84	10.84	11.85	35.34	32.73	39.01	28.88	26.86	25.43	26.94	29.57	23.70
Grade 8	2565.	2560.	2553.	14.18	10.85	11.09	36.06	39.15	36.26	30.77	29.57	26.56	18.99	20.43	26.10
All Grades	N/A	N/A	N/A	11.36	10.84	11.46	35.68	36.04	37.59	29.77	28.26	26.01	23.18	24.86	24.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	18.97	21.67	19.75	48.49	43.12	48.40	32.54	35.21	31.85
Grade 8	24.52	21.91	22.17	49.76	50.43	44.80	25.72	27.66	33.03
All Grades	21.59	21.80	21.00	49.09	46.88	46.54	29.32	31.33	32.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.20	22.57	22.47	55.08	45.60	59.75	28.73	31.83	17.78
Grade 8	19.95	16.17	18.71	55.05	58.09	58.66	25.00	25.74	22.63
All Grades	17.97	19.28	20.53	55.06	52.03	59.19	26.96	28.70	20.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	10.13	10.61	10.86	65.95	67.04	73.58	23.92	22.35	15.56
Grade 8	12.26	15.53	13.39	74.52	68.09	67.67	13.22	16.38	18.94
All Grades	11.14	13.14	12.17	70.00	67.58	70.53	18.86	19.28	17.30

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	20.26	22.12	20.99	54.96	51.47	55.06	24.78	26.41	23.95
Grade 8	26.92	25.11	21.02	55.29	57.45	53.35	17.79	17.45	25.64
All Grades	23.41	23.66	21.00	55.11	54.55	54.18	21.48	21.80	24.82

Conclusions based on this data:

1. Without any CAASSP data for 19-20, we will continue with our previous conclusions. Our overall growth as a school continues to trend in the positive direction. This means we need to stay the course where learners are participating in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text. The academic literacy needs of our learners will continue to be addressed by all teachers through their use of strategies learned in California Language and Learning Innovation (CALLI).

2. Learners need to continue 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 the implementation of agreed upon schollwide CALLI (Literacy Team) strategies. In addition to our CALLI partnership, administration 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.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	469	448	415	466	442	413	466	442	413	99.4	98.7	99.5
Grade 8	427	474	447	418	471	435	418	471	435	97.9	99.4	97.3
All	896	922	862	884	913	848	884	913	848	98.7	99	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2516.	2518.	2536.	8.58	15.16	17.68	22.96	20.14	24.21	34.98	28.96	27.60	33.48	35.75	30.51
Grade 8	2551.	2530.	2533.	19.38	12.95	18.39	19.38	18.47	14.48	26.08	29.72	24.37	35.17	38.85	42.76
All Grades	N/A	N/A	N/A	13.69	14.02	18.04	21.27	19.28	19.22	30.77	29.35	25.94	34.28	37.35	36.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	18.03	21.49	26.88	38.63	32.58	34.38	43.35	45.93	38.74
Grade 8	25.36	17.20	21.38	33.73	36.73	28.74	40.91	46.07	49.89
All Grades	21.49	19.28	24.06	36.31	34.72	31.49	42.19	46.00	44.46

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	12.45	19.91	18.89	51.50	46.15	49.64	36.05	33.94	31.48
Grade 8	21.77	16.35	19.31	42.34	51.38	45.06	35.89	32.27	35.63
All Grades	16.86	18.07	19.10	47.17	48.85	47.29	35.97	33.08	33.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	12.45	16.06	18.16	59.23	52.26	57.38	28.33	31.67	24.46
Grade 8	21.53	14.23	19.31	49.76	50.53	43.91	28.71	35.24	36.78
All Grades	16.74	15.12	18.75	54.75	51.37	50.47	28.51	33.52	30.78

Conclusions based on this data:

1. Without any CAASSP data for 19-20, 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).

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 Gooru and Khan (provides personalized instruction on math competencies that an individual student is lacking). 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).

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1545.3	1541.6	1537.9	1533.8	1552.2	1549.0	44	62
Grade 8	1529.4	1558.1	1516.3	1550.7	1542.3	1565.0	30	39
All Grades							74	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	36.36	30.65	45.45	38.71	*	17.74	*	12.90	44	62
8	*	30.77	36.67	46.15	*	15.38	*	7.69	30	39
All Grades	33.78	30.69	41.89	41.58	14.86	16.83	*	10.89	74	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	52.27	41.94	36.36	32.26	*	8.06	*	17.74	44	62
8	50.00	38.46	*	30.77	*	20.51	*	10.26	30	39
All Grades	51.35	40.59	33.78	31.68	*	12.87	*	14.85	74	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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	31.82	16.13	27.27	40.32	27.27	24.19	*	19.35	44	62
8	*	20.51	*	33.33	*	38.46	*	7.69	30	39
All Grades	31.08	17.82	22.97	37.62	27.03	29.70	18.92	14.85	74	101

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	40.91	16.13	52.27	59.68	*	24.19	44	62
8	*	20.51	70.00	61.54	*	17.95	30	39
All Grades	33.78	17.82	59.46	60.40	*	21.78	74	101

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	65.91	59.68	31.82	24.19	*	16.13	44	62
8	63.33	61.54	36.67	25.64		12.82	30	39
All Grades	64.86	60.40	33.78	24.75	*	14.85	74	101

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	34.09	19.35	27.27	56.45	38.64	24.19	44	62
8	*	25.64	*	35.90	50.00	38.46	30	39
All Grades	31.08	21.78	25.68	48.51	43.24	29.70	74	101

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	34.09	14.52	63.64	72.58	*	12.90	44	62
8	*	12.82	76.67	82.05		5.13	30	39
All Grades	29.73	13.86	68.92	76.24	*	9.90	74	101

Conclusions based on this data:

1. Without any CAASSP data for 19-20, we will continue with our previous conclusions. TBD---Learners need to participate in structured small group 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 Gooru and Khan (provides personalized instruction on math competencies that an individual student is lacking). After school math tutoring is available from a credentialed math teacher throughout the year.

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 learned in CALLI. In addition to this educational partners (CALLI), administration 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.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
884	**61.3**	**11.4**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	101	11.4
Foster Youth	2	0.2
Homeless	8	0.9
Socioeconomically Disadvantaged	542	61.3
Students with Disabilities	110	12.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.0
American Indian	2	0.2
Asian	21	2.4
Filipino	8	0.9
Hispanic	553	62.6
Two or More Races	19	2.1
Pacific Islander	2	0.2
White	269	30.4

Conclusions based on this data:

1. At the time, over half of our student population fell in the socioeconomically disadvantaged category.

2. Nearly 10% of our student population are english learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. This dashboard illustrates the overall trend of our school and the need to focus our energies on improving all areas of the dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
9.4 points below standard	68.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.9 points	Increased ++10.6 points	2
830	212	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	30.8 points below standard	93.4 points below standard
7	Increased ++4.2 points	Maintained -1.3 points
	507	108

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
8	2	Maintained ++0.4 points	8
		20	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
25.2 points below standard	13 points above standard	Less than 11 Students - Data Not Displayed for Privacy	18.8 points above standard
Maintained ++1.6 points	17	1	Increased ++9.2 points
525			248

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.3 points below standard	48.8 points below standard	8.1 points above standard
Increased Significantly ++17 points	Increased ++10.1 points	Increased ++5.5 points
88	124	483

Conclusions based on this data:

1. Our RFEP students underperformed based on a gap of 61.8 points below standard and a decline of 8.4 points from the previous year.

2. Our EL students made significant growth but are still 113.2 points below standard meaning the majority are most likely scoring a 1 on the SBAC.

3. Our students with special needs are making little to no growth and continue to be well below standard (-86.9 points).
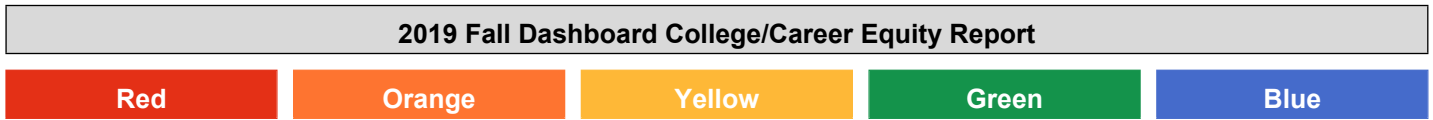
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
39.2 points below standard	106.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.4 points	Increased Significantly ++25 points	2
832	213	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	65.3 points below standard	129.5 points below standard
7	Increased ++9.6 points	Increased ++13.4 points
	508	108

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
8	2	Declined -3.6 points	8
		20	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
60.9 points below standard	29.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0.6 points above standard
Increased ++6.3 points	17	1	Increased Significantly ++20.3 points
526			249

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
132.4 points below standard	88.3 points below standard	17.9 points below standard
Increased Significantly ++36.7 points	Increased Significantly ++21.5 points	Increased ++13 points
89	124	484

Conclusions based on this data:

1. All subgroups are significantly below standard with special concerns regarding the EL and Students with Disabilities subgroups.

2. The only subgroup that maintained was white and this subgroup is still 20.9 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
62.6 making progress towards English language proficiency
Number of EL Students: 91
Performance Level: High

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.4	20.8	8.7	53.8

Conclusions based on this data:

1. A large percent (41.9%) of our students are performing at a 3 knowing they need to be a level 4 to be re-designated.

2. Students scoring at level 1 are newcomers to this country.

3. Over 75% of our students are scoring either level 3 or 4 and are close or meeting one of the requirements for redesignation.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
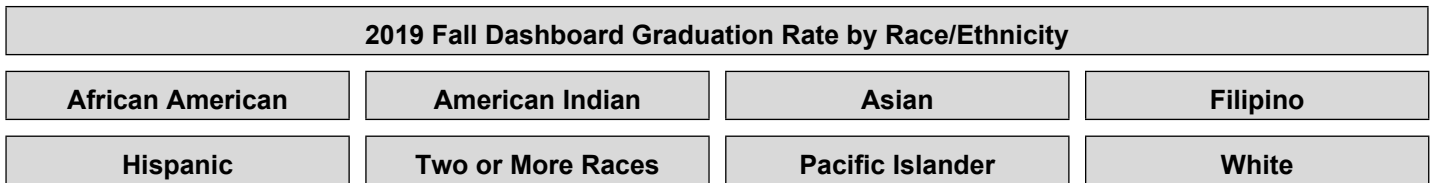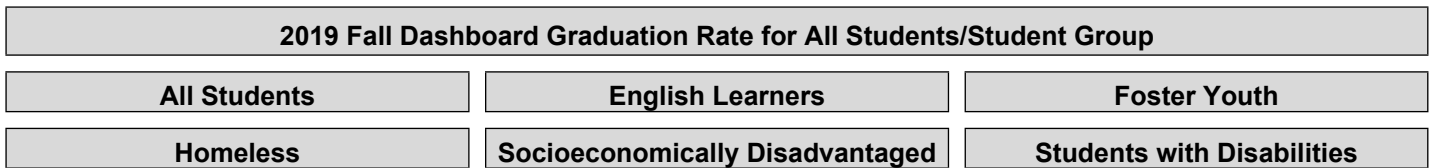## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
12.1	14.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Increased +3.2	
907	113	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
36.4	13.5	17.1
11	Declined -1.4	Increased +0.8
	562	117

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.8	Less than 11 Students - Data Not Displayed for Privacy
9	3	Maintained -0.2	8
		21	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
11.8	0	Less than 11 Students - Data Not Displayed for Privacy	14.2
Maintained +0.1	20	2	Increased Significantly +3.2
569			275

Conclusions based on this data:

1. All subgroups, with the exception of Hispanic, maintained or declined in chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

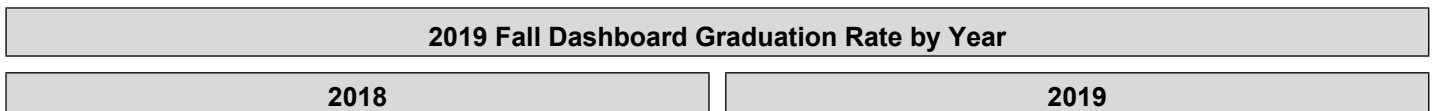| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
8.2	7.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3	Declined -5.7	4
918	113	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
7.7	9.4	16.8
13	Increased +1.8	Increased +9.1
	572	119

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.3	Less than 11 Students - Data Not Displayed for Privacy
10	3	Increased +0.6	8
		21	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
8.9	10	Less than 11 Students - Data Not Displayed for Privacy	6.5
Increased +1.5	20	2	Increased +0.6
575			279

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.8	8.2

Conclusions based on this data:

1. As a school, our suspension increased for all subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging learners in PreKindergarten-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. California School Dashboard (2019) data indicates the following:

For English Language Arts: The 2019 California Dashboard indicated 4 student groups below the Green Performance Level: Students with Disabilities (Red), English Learners (Yellow), Hispanic (Orange), and Socioeconomically Disadvantaged (Yellow).

For Mathematics: The 2019 California Dashboard indicates 4 student groups below the Green Performance Level: Students with Disabilities (Orange), English Learners (Orange), Socioeconomically Disadvantaged (Yellow), Latino (Yellow).

CAASPP Participation Rate: Participation rate on the 2019 CAASPP for Students with Disabilities was 98% for the ELA and mathematics CAASPP.

Achievement Gap: Stakeholder groups agree that the COVID-19 pandemic has undone months of academic gains, widened the Achievement Gap and has left struggling learners even further behind.

Student Engagement: All schools report that student engagement during distance learning decreased as the 2020-21 year progressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of 7th-8th grade students meeting/exceeding the 60th percentile for Math on MAP will increase at least 5 percent each year	Spring 2021 All students that met or exceeded on the MAP assessment: 7th grade - 39.3% 8th grade - 32.5% All students - 35.8%	All students will meet or exceed on the MAP assessment: 7th grade - 44.3% 8th grade - 37.5% All students - 40.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	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)	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
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	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)	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The participation rate of 7th-8th grade students with disabilities taking the Math & ELA CAASPP will meet or exceed 95%	Spring 2019 Participation-students with disabilities ELA Participation Rate = 94% Math Participation Rate = 94%	Participation- students with disabilities ELA Participation Rate = 95% Math Participation Rate = 95%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	Spring 2019 2019 English Learner Progress = 62.6% (Performance level = HIGH)	2021 English Learner Progress = 67.6% (Performance level = HIGH)
District English Learner reclassification rate will increase at least 1% each year	Baseline: 2019-20 R-FEP rate = 7%	2021-22 R-FEP Rate= 8%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Baseline: 2020-21 100%	2021-22 Maintained 100%
Students utilizing technological resources in order to support academic growth will be maintained at 100%	2020-21 100%	2021-22 Maintained 100%
Misassignments of teachers will remain at 0.	2020-21 Misassignments 0	2021-22 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%.	2020-21 100%	2021-22 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	2020-21 100%	2021-22 Maintained 100%
Parent CalSCHL survey will be completed by a minimum of 150 families with an increase of 10% each year	2021 Parent Survey Responses = 153	2021-22 170 parent survey responses

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent use of SIS Parent Portal will increase 10% annually	2020-21: 05 (New SIS System Fall 2021)	2021-22 45% parent portal usage
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	2020-21 "FAIR"	2021-22 "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 (no field trip for 20-21)

Multi Tiered System of Supports (MTSS) focuses on the high needs learners (no need in 20-21 because of COVID)

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

100% of students will be involved in the creation/development of the PLP as measured by participation during homeroom.

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)
6,812	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
3,000	Title I 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 do student services meetings (SSTs, 504s, etc)
4,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty pay for Kelly Vlcek to continue CALLI work as the lead for MMS and Christina Ceccarelli as AVID Lead ($2,000 each)
4,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty pay for Literacy Team / conferences / trainings

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 IEP's are properly implemented by all staff during MAP & CAASPP assessments

Follow the IEP testing accommodations attached to each student.

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 assessment 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)
4,000	Title I 4000-4999: Books And Supplies Purchase library books to update and maintain our collection
500	Title I 4000-4999: Books And Supplies Supplies needed for each student in order to complete district/state required assessments
10,000	Title I 5000-5999: Services And Other Operating Expenditures Purchase Tech 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)
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development 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.

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)
19,651	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA salaries
20,653	Title III 2000-2999: Classified Personnel Salaries BIA salaries
5,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures AVID summer training / expenses
500	Title I 5000-5999: Services And Other Operating Expenditures AVID / ELD field trips
500	Title I 1000-1999: Certificated Personnel Salaries AVID subs for collaboration
2,500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD professional development
1,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries extra time for BIAs

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

6 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
800	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for professional development
1,000	Title I 1000-1999: Certificated Personnel Salaries Release time for ELD teacher professional development
750	Title I 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

Provide release time for 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)
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
7,315	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)
9,400	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Newsela subscription ($7,000 for Newsela and $2,400 for Peardeck)

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 and supplies for science

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)
5,000	Title I 4000-4999: Books And Supplies Hardware including 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, creative literature, 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.

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 Supplies/materials to run Makers Space

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

All administrators and teachers will develop personalized growth plans for all adult 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)

0

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

Parent engagement/use of parent portal will be maintained at 70% or higher.

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 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

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

Chronic Absenteeism: The 2019 California Dashboard indicates that Chronic Absenteeism increased for every significant sub group and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance at all schools is below 95% At McCaffrey Middle School 5 subgroups are below met. White (Red), English Learners (Orange), Students with disabilities (Orange), Hispanic (Orange), Socio Economic Status (Yellow).

Suspensions: The 2019 California Dashboard indicates that Suspensions increased for most high needs sub groups and those subgroups scored in the ORANGE (Low) Performance level. At McCaffrey Middle School 4 subgroups are below met: Students with disabilities (Red), Socio Economic Status (Orange), White (Orange), Hispanic (Orange).

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.

School Closure/Distance Learning: The COVID-19 pandemic has exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will be increased to 96% or greater	2019 McCaffrey: 95.8%	2021-22 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: RED 14.2%	All students: YELLOW 11.1% White: ORANGE 13.2% Hispanic: YELLOW 10.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Increased 3.2% Hispanic: ORANGE 11.8% Maintained 0.1% Socioeconomically Disadvantaged: YELLOW 13.5% Declined 1.4% Students w/ Disabilities: ORANGE 17.1% Increased 0.8% English Learners: ORANGE 14.2% Increased 3.2%	Socioeconomically Disadvantaged: YELLOW 12.5% Students w/ Disabilities: YELLOW 16.1% English Learners: YELLOW 13.2%
The suspension rate will decrease by 0.1% or greater for every student subgroup	2019 CA Dashboard: All students: ORANGE 8.2% Increased 1.3% White: ORANGE 6.5% Increased 0.6% Hispanic: ORANGE 8.9% Increased 1.5% Socioeconomically Disadvantaged: ORANGE 9.4% Increased 1.8% Students w/ Disabilities: RED 16.8% Increased 9.1% English Learners: GREEN 7.1% Declined 5.7%	All students: YELLOW 8.1% White: YELLOW 6.4% Hispanic: YELLOW 8.8% Socioeconomically Disadvantaged: YELLOW 9.3% Students w/ Disabilities: ORANGE 16.7% English Learners: GREEN 7.0%
The expulsion rate will decrease by 0.1% or greater for every subgroup	2020-21 All students: 0 White: 0 Hispanic: 0 Low SES: 0 Students w/ Disabilities:0 English Learners: 0	2021-22 All students: 0 White: 0 Hispanic: 0 Low SES: 0 Students w/ Disabilities:0 English Learners: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The middle school dropout rate will be maintained at 0% for all student subgroups	2020-21 All students: 0 White: 0 Hispanic: 0 Low SES: 0 Students w/ Disabilities:0 English Learners:0	2021-22 All students: 0 White: 0 Hispanic: 0 Low SES: 0 Students w/ Disabilities:0 English Learners:0
Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs Survey will increase at least 5% in areas that are below 85% Report your school data only	2020-21 This School... actively seeks the input of parents before making important decisions = 66% promotes academic success for all students = 86% motivates students to learn = 77% provides quality counseling or other ways to help students with social or emotional needs = 63% has adults who really care about students = 76% is a supportive and inviting place for students to learn = 81% is a safe place for my child = 89% promotes respect of all cultural beliefs and practices = 63%	2021-22 This School... actively seeks the input of parents before making important decisions = 71% promotes academic success for all students = 86% or higher motivates students to learn = 82% provides quality counseling or other ways to help students with social or emotional needs = 68% has adults who really care about students = 81% is a supportive and inviting place for students to learn = 85% or higher is a safe place for my child = 89% or higher promotes respect of all cultural beliefs and practices = 68%
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%	2020-21 School Connectedness: 7th= 63% 8th 60% Academic Motivation: 7th= 63% 8th 60% Caring Adult Relationships:	2021-22 School Connectedness: 7th= 68% 8th 65% Academic Motivation: 7th= 68% 8th 65% Caring Adult Relationships:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th= 67% 8th= 59% Meaningful Participation: 7th= 27% 8th= 21% Feel Safe at School: 7th= 69% 8th 64% Experienced Sadness: 7th= 40% 8th= 37%	7th= 72% 8th= 64% Meaningful Participation: 7th= 32% 8th= 26% Feel Safe at School: 7th= 74% 8th 69% Experienced Sadness: 7th= 45% 8th= 42%
At least 65% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)	Unduplicated Student group participation Summer 2021= 91%	Summer 2021= 91% Afterschool 2021-22= To be determined

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 (free)

Too Good for Violence Program (free)

Alcohol, Tobacco and Other Drugs (ATOD) peer-to-peer prevention program (no need for $ for 20-21 because training is virtual due to COVID)

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

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 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

Survey Hope & Engagement:

Administer the CalSCHLS Survey through social studies classes.

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 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.

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.
58,099	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Alternative Center teacher to work closely with our high needs learners and students with behavior issues
59,472	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)	Source(s)
1,000	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

School safety will be measured with a score of 90% or greater of the student population responding that they feel "safe at school"on the student survey (given in December and June of each year).

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)
5,400	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

Increase parent participation through personal invitations from administration and staff.

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 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)   Source(s)

0

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

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	$100,148
Total Federal Funds Provided to the School from the LEA for CSI	$100,148
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$254,147.00

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	$98,437.00
Title III	$20,653.00

Subtotal of additional federal funds included for this school: $119,090.00

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	$135,057.00

Subtotal of state or local funds included for this school: $135,057.00

Total of federal, state, and/or local funds for this school: $254,147.00

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	154,849	19,792.00
Title I	90,463	-7,974.00
Title I Part A: Parent Involvement	2,416	2,416.00
Title III	7,269	-13,384.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	135,057.00
Title I	98,437.00
Title III	20,653.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	132,871.00
2000-2999: Classified Personnel Salaries	54,016.00
4000-4999: Books And Supplies	20,750.00
5000-5999: Services And Other Operating Expenditures	39,195.00
5800: Professional/Consulting Services And Operating Expenditures	7,315.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	68,899.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	27,963.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	28,195.00
1000-1999: Certificated Personnel Salaries	Title I	63,972.00
2000-2999: Classified Personnel Salaries	Title I	5,400.00
4000-4999: Books And Supplies	Title I	10,750.00
5000-5999: Services And Other Operating Expenditures	Title I	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,315.00
2000-2999: Classified Personnel Salaries	Title III	20,653.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	120,381.00
Goal 2	133,766.00

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
Ron Rammer	Principal
Jim Vlcek	Classroom Teacher
Terry Glenn	Classroom Teacher
Jennifer Provost	Classroom Teacher
Jennifer Riley	Parent or Community Member
Lyn Cotton-Smith	Parent or Community Member
Julie Nunez	Parent or Community Member
Kim Walton	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 November 28, 2018.

Attested:

Principal, Ron Rammer on 12-10-2020
SSC Chairperson, Kim Walton on 12-10-2020

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	**Agenda Item: 202.214** Board Consideration of Approval of Job Description for Registered Behavior Technician (RBT)
Presenter: Donna Whitlock	**Action Item:** XX **Information Item:**

New Position: Registered Behavior Technician (RBT)

LCAP Goal #2: Promoting whole learner development through social and emotional learning opportunities in a variety of environments

Identified Need:
School closure and prolonged distance learning has intensified pre-existing student mental health and behavioral needs...this can be attributed, in part, to academic disruption, restricted social contact, loss of routine and health-related fear.

LCAP Action/Service:
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, Positive Interventions and Supports (PBIS) and school & community collaboration are key elements.

Registered Behavior Technicians (RBTs) will consult with site PBIS teams to increase the integrity and effectiveness of the campus PBIS. With guidance from the Behavior Analyst, RBTs will work with teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.

Job Description:
The Behavior Technician, under the direct supervision of the Behavior Analyst assists in the development and implementation of behavior intervention programs for students with challenging behavioral needs at various sites throughout the district, monitors and collects data on behavior and documents progress, and collaborates with school staff to coach and implement behavior interventions.

Range: Q on the classified salary schedule

Cost: $80,000, Federal ESSER III Funds

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

JOB TITLE: Registered Behavior Technician (RBT)

<u>DESCRIPTION OF BASIC RESPONSIBILITIES:</u>

The Behavior Technician, under the direct supervision of the Behavior Analyst assists in the development and implementation of behavior intervention programs for students with challenging behavioral needs at various sites throughout the district, monitors and collects data on behavior and documents progress, and collaborates with school staff to coach and implement behavior interventions.

<u>SUPERVISOR:</u> District's Board-Certified Behavior Analyst (BCBA)

<u>TYPICAL DUTIES</u>

1. Assist with the implementation and monitoring of Behavior Intervention Plans (BIPs) and skill acquisition programs under the close, ongoing supervision of a BCBA.
2. Ability to read and identify the essential components of a written Behavior Intervention Plan and Individualized Education Program as it relates to behavior areas of need.
3. Provide modeling and training to teachers and paraprofessionals on how to implement Behavior Plans
   a. Describe behavior functions and appropriate reactive strategies for staff to use
   b. Modeling scenarios across environments
   c. Assist staff in implementing reactive procedures for problem behavior
4. Effectively communicate with team members
5. Assist BCBA with observations and data collection for assessments
6. Collect and monitor on-going behavior data and samples
7. Assist teachers and staff on behavior data collection measures
8. Assist BCBA in analyzing and interpreting data
9. Provide feedback/explanation to case managers/teachers about interventions
10. Educate staff on general ABA skills/principles and evidence-based practices
11. Travel to multiple sites as necessary
12. Assist in the development of reinforcement identification procedures
13. Additional related tasks as assigned by the BCBA

<u>KNOWLEDGE AND ABILITIES:</u>

Knowledge of:
   – Knowledge of Applied Behavior Analysis (ABA) and experience in developing and evaluating programs based upon the principles of ABA
   – Child guidance and prompting procedures

- Understanding of and familiarity with the characteristics for a wide range of disabilities including (but not limited to) autism, intellectual disability, emotional disturbance, and ADHD

Ability to:
- Demonstrate proficiency in reading, writing, and mathematical skills
- Understand the needs of special education students and effectively relate to learning situations
- Establish and maintain accurate records and files and develop comprehensive reports
- Maintain the security and confidentiality of specified records and information
- Exercise tact, patience, courtesy, and good judgment in dealing with students
- Respond appropriately in emergency/unforeseen situations
- Establish and maintain effective work relationships with those contacted in the performance of required duties
- To lift 50 lbs. or up to 100 lbs. with assistance and/or carry any object weighing up to 25 lbs.
- demonstrate sufficient physical mobility and strength to restrain, as needed, adolescent students who may be acting out frustration and/or anger
- Physical, mental, and emotional stamina to endure many hours under sometimes stressful conditions
- Proficient skills to use standard software applications, e.g. Microsoft Office Suite, Google Drive Applications

REQUIREMENTS:

- Maintain Behavior Analyst Certification Board (BACB) certification as Registered Behavior Technician (RBT) or Board-Certified assistant Behavior Analyst (BCaBA)
- Certification in District-approved crisis management program (or obtained within the first 90 days of employment)
- Pass physical evaluation as performed for District by S.I.A.
- First Aid Certificate, including CPR
- Valid Driver's License

Board Meeting Agenda Item Information

Meeting Date: June 21, 2021	**Agenda Item: 202.215** Board Consideration of Approval of Resolution Number 17 to Reduce or Eliminate Classified Staff Due to Lack Of Work/Lack Of Funds
Presenter: Lois Yount	**Action Item:** XX **Information Item:**

The District hired 6 temporary part-time custodians to assist with cleaning due to the blended AM/PM instructional model. These positions will not be needed moving to a modified traditional or traditional full day model in the fall.

The District is reducing 6 temporary part-time custodial positions due to lack of work or lack of funds.

Projected Savings: $65,000

Board approval of the attached resolution is recommended.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 17

RESOLUTION TO REDUCE OR ELIMINATE CLASSIFIED STAFF
DUE TO LACK OF WORK/LACK OF FUNDS

WHEREAS, Education Code sections 45114, 45117, 45298, and 45308, and Article XIII of the negotiated agreement between the Galt Joint Union School District and the Galt California School Employees Association, Chapter No. 362, and applicable Board Policy and Administrative Regulation, permit the Board of Trustees to eliminate or reduce in hours classified positions due to lack of work or lack of funds;

WHEREAS, the Board of Trustees of the Galt Joint Union School District has determined that it shall be necessary and in the best interest of the District to eliminate or reduce in hours the following positions in the District not later than September 1, 2021 due to lack of work or lack of funds:

Classifications:	Number of Positions	Hours
Custodian Part-Time	6	3.50

NOW, THEREFORE, BE IT RESOLVED that as of the close of the business day on September 1, 2021, the above referenced classified positions shall be eliminated or reduced in hours.

BE IT FURTHER RESOLVED that the Superintendent, or Superintendent's designee, is authorized and directed to give notice to the affected classified employees by either July 1, 2021, for categorically funded employees, or not later than sixty (60) days prior to the effective day of layoff as set forth above in accordance with the requirements of the law.

ADOPTED by the Board of Trustees of the Galt Joint Union School District on June 21, 2021, by the following vote:
AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

_____
President, Board of Trustees
Galt Joint Union Elementary School District

Attested:

I certify that the foregoing resolution was adopted by the Board of Trustees of the Galt Joint Union School District, County of Sacramento, on the date shown above.

Board Meeting Agenda Item Information

Meeting Date:	June 21, 2021	Agenda Item: 202.216 Board Consideration of Approval of 2020-2021 Reopener Negotiations between the California School Employees Association and its Galt Chapter #362 (CSEA) and the Galt Joint Union Elementary School District Tentative Agreement
Presenter:	Karen Schauer	Action Item: XX Information Item:

On June 15, 2021 a Tentative Agreement was reached between CSEA and GJUESD Management for the 2020-21 Re-Opener Negotiations. The agreement areas include:

Article V: Hours and Overtime

Article VIII: Employee Performance Evaluations

Article XV: Transportation

Article XVIII Professional Growth Program

Article XXVIII: School Social Worker

Groundskeeper Job Classification

Fiscal Impact: Approximately $34,300

Board approval is recommended that will be followed by CSEA ratification.

2020-2021 REOPENER NEGOTIATIONS
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)
TENTATIVE AGREEMENT (TA)

The following is a Tentative Agreement ("TA") between the Galt Joint Union Elementary School District ("District") and the California School Employees Association and its Galt Chapter #362 ("CSEA"). The District and CSEA agree to the following terms and conditions pertaining to 2020-2021 reopener negotiations:

Strikethrough	=	language to be removed:	~~example~~
Bold/Italic	=	proposed language:	***example***

- **ARTICLE V:** **HOURS AND OVERTIME**

Article 5.F.3:

If the related position in 1. or 2. above is a higher ranked position and the duty period exceeds ~~five (5)~~ ***three (3)*** working days within a fifteen (15) ~~calendar~~ ***working*** day period, that employee's hourly pay rate shall be adjusted upward to either Step 1 of the related position's hourly pay range or a five percent (5%) increase, whichever is higher, for the period of duty.

- **ARTICLE VIII:** **EMPLOYEE PERFORMANCE EVALUATIONS**

Article 8.d.1: New language

For evaluations indicating two or more unsatisfactory indicators, a Performance Improvement Plan required. See Attachment "A" for revised Performance Report for Classified Employees.

- **ARTICLE XV:** **TRANSPORTATION**

The parties agree to the changes in Article 15 as outlined in Attachment "B".

- **ARTICLE XVI:** **FIRST YEAR BUS DRIVER REIMBURSEMENT**

The parties agree to the changes in Article 16 as outlined in Attachment "B".

- **ARTICLE XVIII:**   **PROFESSIONAL GROWTH PROGRAM**

Article 18.o: New Language

Effective 2021-2022 school year, unit members will be recognized for the college degree completion with an ongoing annual stipend of $250 Associate's Degree, increased to $500 for a Bachelor's Degree and increased to $1,000 for a Master's Degree. Beginning in 2022, annually "Declaration of Intent to Complete Units" must be submitted to district by Feb. 15th. Classified staff with current degrees must submit official transcripts by Sept. 1st of the declaration year.

- **ARTICLE XXVIII:**   **SCHOOL SOCIAL WORKERS**

Article 28: New Language

Recognition:

The District and CSEA, hereby, recognize the School Social Worker ("SSW") job classification as a CSEA bargaining unit position. Except as described herein, bargaining unit members in the SSW job classification shall be entitled to the terms & conditions of the Collective Bargaining Agreement ("CBA") between the District and CSEA. In addition, SSWs shall qualify for the following:

Pay and Benefits:

A. SSWs shall retain the salary schedule identified in Attachment "C" which shall be incorporated into Appendix B of the CBA.

B. SSWs shall not have their longevity calculated per the rates in Article XX of this CBA. The SSW longevity shall be retained and calculated at the rate identified on the SSW salary schedule.

C. ***SSW's shall be entitled to the same employer health benefit contribution as all other bargaining unit members.***

D. SSWs shall retain the $1000 for a master's degree stipend per year as indicated on the SSW salary schedule.

E. ***Effective July 1, 2021, SSW's vacation rate shall be calculated at the same rate as specified in Article VII. SSW's shall have their years of service calculated based upon their date of hire.***

F. ***SSW's who have a Licensed Clinical Social Worker (LCSW) license will be expected to perform ERMHS duties and shall receive an additional stipend of three percent (3%) based upon their annual salary (districtwide caseload not to exceed 5). SSW's would need to submit their license by July 1st in order to be eligible for this provision.***

G. *Program Resource Funds*

The primary purpose of Program Resource account funds is to provide supplementary resources for student wellness. Five hundred dollars ($500) shall be allocated to each SSW for materials and supplies. Funds can be used but not limited to the following:

- *Curriculum, workbooks, books*
- *SEL games boards or enhancements, SEL posters*
- *Calming corner items-bean bag, fidget accessories and basket, colored prints, pillows, puzzles*
- *Art and craft supplies- necklace-making kits, bracelets kit, paints, vision boards accessories, construction papers, mini canvas, coloring books, coloring supplies, drawing paper*
- *Prizes/incentives-candy, Smencils, fidget accessories, stickers*
- *Office supplies-folders, hanging files, calendars, post its*
- *Lunch with the SSW*
- *Girls group celebration lunch or dessert*

Work Year:

A. The work year for SSW's shall be 190 days per fiscal year.

- **Groundskeeper Job Classification:**

The parties agree to increase the Groundskeeper job classification from Range Q to Range S on the CSEA salary schedule.

- **Closing of 2020 – 2021 Negotiations**

    o This TA shall close 2020 – 2021 negotiations.
    o The parties agree Article 18.g shall be automatic reopener for 2021-2022 negotiations.

_____   _____
Lori Jones, Chapter President   Date
CSEA Chapter #362

_____   _____
Karen Schauer, Superintendent   Date
Galt Joint Union Elementary School District

_____   _____
Mauricio Vides, Labor Relations Representative   Date
CSEA

ATTACHMENT "A"

GALT JOINT UNION ELEMENTARY DISTRICT

Performance Report for Classified Employees

NAME:	JOB TITLE:

LOCATION:	PROBATIONARY:	PERMANENT:

	Meets or Exceeds Expectations	Needs Improvement	Unsatisfactory Performance	SUGGESTIONS OR COMMENTS MADE BY SUPERVISOR
1. Quality of Work				
Demonstrates appropriate skill level				COMMENTS:
Performs with acceptable accuracy				
Work is neat and presentable				
Thorough when competing work				
2. Quantity of Work				
Completes acceptable amount of work				COMMENTS:
Does extra work as asked				
Utilizes time and equipment				
3. Work Habits & Attitudes				
Dependability				COMMENTS:
Punctuality				
Appearance of Work Station				
Compliance with Instructions, Rules & Regulations, Policies, Safety				
Accepts responsibility willingly				
Attendance				
Supports District commitment to teamwork				
Accepts New Ideas and Procedures				
Maintains positive working relations with others				
4. Personal Qualities				
Takes initiative				COMMENTS:
Respects students, employees and other adults				
Accepts Change				
Accepts Direction/Cooperation				
Demonstrates a Positive Attitude				
Careful that appearance, dress and grooming are appropriate				
Demonstrates good listening skills				

Board Approved:

5. Overall Work Performance Summary – Supervisor's Comments		
Meets or Exceeds Expectations		COMMENTS:
Needs Improvement		
Unsatisfactory Performance		
		Performance Improvement Plan Recommended (For evaluations indicating two or more unsatisfactory indicators, a Performance Improvement Plan is required.)

Employee	**Rating Supervisor**
I have reviewed this report and have had the opportunity to discuss this evaluation with my supervisor. I understand my signature does not necessarily indicate agreement and that I may prepare a written response within ten working days that will be attached to this evaluation in my personnel file. My signature does not necessarily mean that I agree with the report. *X* Signature Date	*X* Supervisor Date

Board Approved:

ATTACHMENT "B"

ARTICLE XV
TRANSPORTATION

A.   Field Trip – defined as bus use outside of the regular home-to-school run. Bus driver participation is voluntary.

1.   Night, weekend, holiday and additional trips not part of an employee's regular route shall be assigned from the volunteer trip roster. This trip roster will be made up of eligible bus drivers who sign up on a volunteer basis before September of each school year. Eligible bus drivers will be placed on the appropriate trip roster (special education or regular) based on the seniority and current route assignment. There shall be two (2) trip rosters. One for regular education field trips and one for weekend field trips. The trip roster shall be posted and maintained on the bus driver bulletin board and the names shall rotate from the greatest seniority to the least seniority the initial pass through the list. 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. There shall also be one trip list that shall combine special needs field trips and CBI trips. Trips from this list shall be assigned, in rotation only, by seniority. The Special Needs trip list assignments will be subject to specials needs vehicle and equipment availability for check out procedures and use. Should special needs vehicles or equipment be unavailable, the regular driver of the special needs' vehicle will be assigned to the trip. Eligible bus driver may volunteer to be placed on all three (3) trip lists.

      Extra work assignments shall be assigned in rotation by seniority.

2.   If a bus driver passes by a trip, he/she shall be charged in the same manner as if he/she had taken the trip and the hours shall be accumulated as if he/she 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 his/her turn and he/she will be passed on the next available trip he/she would receive.

4.   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.

5. ~~If a trip has been assigned and subsequently canceled, that bus driver shall be assigned the next unscheduled trip.~~

6. ~~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.~~

7. ~~A permanent record of all trip assignments will be maintained and posted in the drivers' lounge for reference.~~

B. ~~Kindergarten Routes – Kindergarten routes available because of regular employee absence will be rotated among regular drivers who are not normally assigned a kindergarten route. Kindergarten routes shall be assigned in the same manner as field trips. The initial pass through the list shall be on a seniority basis. After the initial pass through the list, kindergarten routes shall be assigned to the driver with the least amount of accumulated kindergarten route hours.~~

C. ~~Bus drivers will be paid for time spent at required safety meetings and other service required to keep up drivers' certificates.~~

D. ~~All bus drivers interested in driving the special education equipment shall be given training to pass the proficiency rules for special education equipment.~~

E. ~~Choice of Routes~~

1. ~~The District shall determine all regular and Special Ed routes and all bus assignments.~~

2. ~~Seniority, 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. In the event two (2) or more drivers have the same hire date, the (1) 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. Effective January 1, 2000, there shall be one classification of bus driver.~~

3. ~~For purposes of this Article, CBI routes shall be considered part of a route assignment.~~

F. ~~Routes~~

1. ~~The District shall post the list of routes and assigned buses each year for a minimum of~~

~~three (3) workdays before the assignments are determined. Posting will occur the week prior to the bid.~~

~~2. Information to be posted will include starting and ending time, schools served and the total number of hours to be worked.~~

~~3. No route will be assigned more than eight (8) hours per day.~~

~~4. If more than one employee applies for summer school work, the most senior employee will be assigned.~~

G. ~~Bidding~~

~~1. Routes will be selected by bid of each individual driver based on seniority.~~

~~2. Bidding will be held within one (1) month after the traditional school year begins. If a driver is not present for the route selection, he/she may designate another driver or a CSEA Representative to bid in his/her absence.~~

~~3. Vacancies or route changes of thirty (30) minutes or more occurring after initial bidding above will be filled according to the above procedures.~~

H. ~~Temporary Vacancies~~

~~1. When a bus driver is on an extended leave (exceeding ten (10) consecutive workdays), that route will be posted for temporary bid by another qualified district driver currently driving a regular route.~~

~~2. The route will be posted, as soon as practical, but not later than the first five (5) days of vacancy, for not less than three (3) workdays. Any qualified driver may submit a bid during the posted time. Selection will be determined by seniority.~~

~~3. Upon the absent driver's return from leave, the "temporary" driver shall return to his/her original route.~~

~~4. The driver will begin operation of the temporary assignment within three (3) work days after receiving the assignment.~~

~~5. If the regular driver returns to work for less than then (10) working days, the temporary driver will return to the temporary route without it being posted.~~

6. ~~Permanent drivers may bid on a temporary vacancy a maximum of three (3) times each year.~~

7. ~~A temporary route that remains unassigned on the bid closure date will be placed in an "open" second posting status for eligible permanent staff to bid.~~

I. ~~Training & Qualifications~~

1. ~~All drivers who bid and are assigned a regular route, shall be required to demonstrate the ability to safely drive all regular buses.~~

2. ~~All drivers who bid and are assigned a special education route shall be required to demonstrate the ability to safely drive all Special Ed. buses and operate special equipment such as wheelchair lifts, ramps, or wheelchair tie downs.~~

3. ~~All drivers are responsible to maintain all necessary credentials and keep them current.~~

4. ~~The Transportation Supervisor shall determine and schedule all training and inservice, and determine bus driver proficiency.~~

J. ~~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.~~

ARTICLE XVI
~~FIRST YEAR BUS DRIVER REIMBURSEMENT~~

~~First Year Bus Driver Reimbursement~~

1. ~~Upon submission of applicable receipts, School Bus Drivers shall receive reimbursement for the required cost to obtain a School Bus Driver Certificate and License.~~

2. ~~The reimbursement shall not exceed $500.00 and is payable after completing their first full calendar year of service as a School Bus Driver.~~

3. ~~Applicable receipts shall include the following:~~
   ~~a. DMV~~
   ~~b. CHP~~
   ~~c. Fingerprinting~~
   ~~d. American Red Cross~~
   ~~e. Physical~~
   ~~f. Strength Test~~
   ~~g. Any other applicable receipts~~

4. ~~An employee's first day of service in the School Bus Driver classification will be used as the start date for calculating the one-year anniversary.~~

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.**

    1. *A weekday field trip is any field trip Monday through Friday.*

    2. *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 by 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.*

D.   *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.*

E.   *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.*

F.   *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.*

G. *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.*

H. *First Year Bus Driver Reimbursement*

1. *Upon submission of applicable receipts, School Bus Drivers shall receive reimbursement for the required cost to obtain a School Bus Driver Certificate and License.*

2. *The reimbursement shall not exceed $500.00 and is payable after completing their first full calendar year of service as a School Bus Driver.*

3. *Applicable receipts shall include the following:*

   a. *DMV*
   b. *CHP*
   c. *Fingerprinting*
   d. *American Red Cross*
   e. *Physical*
   f. *Strength Test*
   g. *Any other applicable receipts*

4. *An employee's first day of service in the School Bus Driver classification will be used as the start date for calculating the one-year anniversary.*

ATTACHMENT "C"

Galt Joint Union Elementary School District
School Social Worker/Outreach Consultant
Salary Schedule
2021-2022

Steps	Class I BA+45	Class II BA+60	Class III BA+90
1	47,364	49,496	51,723
2	49,496	51,723	54,050
3	51,723	54,050	56,483
4	54,050	56,483	59,024
5	56,483	59,024	61,681
6	59,024	61,681	64,456
7	61,681	64,456	67,357
8	64,456	67,357	70,388
9	67,357	70,388	73,555
10	70,388	73,555	76,865
12	73,555	76,865	80,324
14	76,865	80,324	83,939

Masters $1,000

Longevity:
   2.5% at 5 years
   3% at 10 years
   3.5% at 15 years
   4% at 20 years
   4.5% at 25 years

Board Approved: May 26, 2021