

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

Regular/Annual Organizational Board Meeting
Friday, December 13, 2019
6:00 p.m. Closed Session
7:00 p.m. Open Session

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

AGENDA

Anyone may address the Board regarding any item that is within the Board’s subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.

Community members and employees may address items on the agenda by filling out a speaker’s request form and giving it to the board meeting assistant prior to the start of that agenda item.

Comments are limited to no more than 3 minutes or less pending Board President approval.

A. 6:00 p.m. – Closed Session: Galt Joint Union Elementary School District Office

B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - 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, Announce Action Taken in Closed Session

D. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker’s request form.

E. Recognition of Board of Trustee Service

F. 192.036 Annual Organization of the Board/Election of Officers

MOTION

1. Election of President
2. Election of Vice President
3. Election of Clerk
4. Election of Board Representative

G. 192.037 Board Committee Member Reorganization for 2020 MOTION

H. 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.

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. Lake Canyon Elementary School Administrative Team Learning Walk
2. River Oaks Elementary Distinguished School Nomination

LCAP GOAL 4

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

1. California School Boards Association (CSBA) Conference Report
2. 5 Year School Maintenance Plans
3. Measure K Bond Update

I. Recommended Actions/Routine Matters/New Business

- | | | |
|---------|--|------------------------|
| 192.038 | Consent Calendar | MOTION |
| | <ol style="list-style-type: none">a. Approval of the Agendab. Minutes: November 20, 2019c. Payment of Warrants –
<u>Certificated/Classified Payrolls Dated: 11/15/19, 11/26/19</u>
<u>Vendor Warrant Numbers: 20321634; 20321634-20321691;</u>
<u>20323007-20323076; 20323827-20323838; 20324604-</u>
<u>20324671</u>d. Personnel<ol style="list-style-type: none">1. Resignations/Retirement2. Leave of Absence Requests3. New Hires | |
| 192.039 | Consent Calendar (Continued) – Items Removed for Later Consideration | CC
Items
Removed |
| 192.040 | Board Consideration of Approval of 2019/20 GJUESD Single Plans for Student Achievement | MOTION |
| 192.041 | Public Hearing of Compensation, Benefits and Related Issues Agreement Between Galt Joint Union Elementary School District and Unrepresented Employees | PUBLIC
HEARING |
| 192.042 | Board Consideration of Approval of Compensation, Benefits and Related Issues Agreement Between Galt Joint Union Elementary School District and Unrepresented Employees | MOTION |
| 192.043 | Board Consideration of Approval of 2019/20 First Period Interim Budget Report | MOTION |

J. Public Comments for topics not on the agenda

Public comment should be limited to five minutes or less pending Board President approval.

K. Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics Focus
3. Learning & Equity Considerations

L. Adjournment

The next regular meeting of the GJUESD Board of Education: January 22, 2020

Board agenda materials are available for inspection at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
(209) 744-4545



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
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Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: Recognition of Board of Trustee Service
Presenter: Karen Schauer	Action Item: Information Item: XX Public Hearing:



Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.036 Annual Organization of the Board/Election of Officers
Presenter: Karen Schauer	Action Item: XX Information Item:

Annual Organization of the Board/Election of Officers*

1. Election of President

The president shall preside at all Board meetings. He/she shall:

- Call the meeting to order at the appointed time.
- Announce the business to come before the Board in its proper order.
- Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act.
- Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
- Explain what the effect of a motion would be if it is not clear to every member.
- Restrict discussion to the question when a motion is before the Board.
- Rule on issues of parliamentary procedure.
- Put motions to a vote, and state clearly the results of the vote.
- Be responsible for the orderly conduct of all Board meetings.

2. Election of Vice President

Serve as presiding officer in the absence of the president.

3. Election of Clerk

The duties of the clerk shall be to:

- Certify or attest to actions taken by the Board when required.
- Maintain such other records or reports as required by law.
- Sign the minutes of Board meetings following their approval.
- Sign documents on behalf of the district as directed by the Board.
- Serve as presiding officer in the absence of the president and vice president.
- Perform any other duties assigned by the Board.

4. Election of Board Representative

The Governing Board may appoint any of its members to serve as its representatives on district committees or advisory committees of other public agencies or organizations. Due to open meeting law requirements, a majority of the Board shall not be appointed to serve on the same committee.

**No Board member shall serve more than two consecutive years in the same office. BB 9100 (Board Bylaws)*



Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.037 Board Consideration of Approval of 2020 Board Committee Members
Presenter: Karen Schauer	Action Item: XX Information Item:

Board members will have an opportunity to make any changes to board committee representation. A copy of the current board committee member list is enclosed.

2019 GJUESD Board Member Committee Appointments

CAST (City And Schools Together)	Galt Schools JPA (Joint Powers Authority)	Transportation	SCSBA (Sacramento County School Board Association Rep.)	Board Policy Committee
Meets as needed. 5:00 p.m. City of Galt	Meets quarterly, 2 nd Monday of Jan., Mar., June & Sept. (additional meetings called as needed) 5:30 p.m. GJUESD District Office	Meets as needed.	Meets as needed.	Meets as needed.
Committee communicates and collaborates concerning Galt youth matters, opportunities, and partnerships. Committee composed of 2 city council members, 2 GJUESD Board members, and 2 GHSD board members, city manager and district superintendents.	Established December 12, 1990 between the Galt Joint Union High School District and the Galt Joint Union Elementary School District. The purpose of the Galt Schools JPA is to provide for the financing or refinance the acquisition, construction and improvement of various school facilities for the GHSD and the GJUESD.	Committee represents GJUESD and GHSD to discuss transportation matters.	Brings together school governing board members and the county office on behalf of Sacramento county children as needed.	Committee prepares GJUESD new policies or revises existing policies for board consideration.
Note: The CAST Committee typically meets 4 times a year.	Note: The JPA typically meets 4 times a year.	Note: The Transportation Committee meets as needed.	Note: There are 2 SCSBA meetings per year. One in March and one in October.	Note: The Board Policy Committee meets as needed.
Members	Members	Members	Member	Member
John Gordon	Thomas Silva	Wesley Cagle	John Gordon	Grace Malson
Grace Malson	Grace Malson	Thomas Silva		
<i>Alternate: Wesley Cagle</i>	<i>Alternate: Matthew Felix</i>	<i>Alternate: Matthew Felix</i>	<i>Alternate: Grace Malson</i>	



Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: Reports
Presenter: Karen Schauer	Action Item: Information Item: XX

LCAP GOAL 3

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

1. Lake Canyon Elementary School Administrative Team Learning Walk
2. River Oaks Elementary Distinguished School Nomination

LCAP GOAL 4

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

1. California School Boards Association (CSBA) Conference Report
2. 5 Year School Maintenance Plans
3. Measure K Bond Update



LCAP GOAL 3

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

1. Lake Canyon Elementary School Administrative Team Learning Walk

Presenter: Karen Schauer, Ed.D., Superintendent

On Tuesday, December 3, 2019, GJUESD administrators participated in the fourth Learning Walk for the 2019-20 school year at Lake Canyon Elementary School. The observations support continuous improvement through best practice sharing, implementation advancement and articulation.

The visit included observations in thirteen classrooms. The observation focus areas were for the instructional and intrapersonal teaching standards domains that included the categories of:

1. Varied instructional strategies
2. Rigor and Critical Thinking
3. Increased Rigor Through High Expectations
4. Support Tasks That Build Learner Perseverance

2. River Oaks Elementary Distinguished School Nomination

Presenter: Karen Schauer, Ed.D., Superintendent and Claudia Del-Toro Anguiano, Curriculum Director

River Oaks Elementary School has been nominated by the California Department of Education as a 2020 CA Distinguished School based upon 1) closing the achievement gap at a school with at least 40 percent poverty rate 2) two-year (2016-17 and 2017-18) state assessment growth for high needs learners and 3) Dashboard indicator results for academic, suspension, and chronic absenteeism.

Final awardees will be announced on December 16, 2019.

The summary of the River Oaks model program is included for board review involving personalized instruction with responsive support and opportunities within a learner-centered school climate.

Instructional Domain (California Standards for the Teaching Profession #1, #4 and #5)

Definition: Set of instructional strategies used to create a learner-centered environment that includes creating engaging and relevant curricula, managing classroom dynamics, and using instructional approaches and methods that build toward and assess mastery.

- Analyze data to inform instructional practices
- Customize the learning experience for learners
- Use a variety of instructional strategies, resources and technologies to meet the individual needs of diverse learners

Category	Refining	Innovating
Varied Instructional Strategies	Develops and uses an extensive repertoire of strategies, resources and technologies to meet the diverse needs of learners	Adapts and integrates a broad range of strategies including culturally responsive pedagogy, resources, and technologies into instruction designed to meet individual learning targets and personalized student goals.
Rigor and Critical Thinking	Supports learners to initiate critical thinking through independently developing questions, posing real-life problems and reflection on multiple perspectives .	Facilitates systematic opportunities for learners to apply critical thinking by designing structured inquiries into complex real-life problems .

Intrapersonal Domain (California Standards for the Teaching Profession #2)

Definition: Growth mindset considerations and high expectations for learners.

- Convey high expectations to all learners (especially those historically underserved) about reaching college, career and civic readiness
- Design positive learning environments that support individual and collaborative learning
- Structure and strengthen learners' ability to persevere which includes productive persistence, a growth mindset, and risk taking
- Create physical- and virtual-learning environments that promote learning, reflect diversity, and encourage constructive and productive interactions among learners

Category	Refining	Innovating
Increase Rigor Through High Expectations	Integrates a rigorous learning environment that values cooperation, analysis, and critical reading, writing and thinking.	Facilitates rigorous learning opportunities in which learners experience extended studies, research, analysis and purposeful use of learning .
Support Tasks That Build Learner Perseverance	Provides and supports tasks that require intellectual rigor and application of new learning designed for productive struggle of learners at all levels.	Provides and supports complex tasks that require application of new and previous learning. Tasks are designed to foster perseverance including accepting ambiguity , sustaining stamina and reaching long-term goals.



River Oaks Elementary School: Model of Program and Practice

“All Systems Go - We’re ready to BLAST off to the future!” with responsive, personalized instruction, supports and opportunities in a learner-centered school climate.



Model Program and Practice Overview

Since its opening in 1992, River Oaks Elementary School has established an exceptional culture of high student achievement coupled with a shared philosophy that all students can learn. We have successfully embraced the transition to the CCSS using a whole child approach to education. Our students consistently meet federally mandated standards via a multi-faceted approach that focuses on Social Emotional Learning (SEL) through a personalized growth model, which addresses the diverse needs of all individuals within our school community.

In support of Galt Joint Union Elementary School District’s (GJUESD) Local Control Accountability Plan (LCAP) Goals 1 and 2 state, “the implementation of California State Standards in classrooms and other learning spaces will close the achievement gap through a variety of blended learning environments and strengths-based personalized growth plans for every learner.” In an ongoing effort to address these goals, the River Oaks (RO) team continues to implement educational supports that work towards closing the achievement gap for every learner, with a focus on the specific needs of our English Learners (ELs), students with disabilities, and families who receive free and reduced meals.

River Oaks staff is unique in our ability to foster cohesiveness and flexibility by working as a team, so that all learners can reach their potential. Because we believe that all learners are capable of growth, we are able to depend on each other for help and clarification. This in turn supports the achievement of personalized goals by looking beyond traditional methods of teaching to meet the various needs of our learners. Throughout the school year, classroom, district, and state assessment data is collected and analyzed during academic conferences to monitor learner growth and make instructional decisions. In our on-going work to close the achievement gap, the Multi-Tiered Systems of Support (MTSS) is another critical component used to identify appropriate educational supports for students not meeting grade level benchmarks. Monthly team meetings that include teachers, specialists, and administrators serve as platforms to discuss and review both qualitative and quantitative data and determine strategic interventions that address both social-emotional and academic accommodations.

The River Oaks team works tirelessly to create a climate that challenges students to become lifelong learners through the use of a growth mindset model. Fluid, leveled, math and reading groups partnered with an English Language Development (ELD) program aligned with our district’s rigorous curriculum, meet the individual needs of students and push them to the next level in their learning, a critical step in closing the achievement gap, by providing each child with what they need. Goals and actions are set based on a learner’s abilities as measured by the adaptive Measures of Academic Progress (MAP) Assessments through the Northwest Evaluation Association (NWEA). These assessments serve as one tool to monitor personal growth toward the CCSS and place students at the appropriate levels with online learning resources.



LCAP GOAL 4

Maintenance, Grounds, Custodial, Food Services, And Health Staff Maintain School Facilities That Are Safe, Healthy, Hazard Free, Clean And Equipped For 21st Century Learning

1. California School Boards Association (CSBA) Conference Report

Presenter: Karen Schauer Ed.D., Superintendent; John Gordon, Board Member; Thomas Silva, Board Member

Board members Tom Silva and John Gordon attended the CSBA Annual Education Conference. They will summarize key conference highlights.

In addition, John Gordon, Board Vice President, and Karen Schauer, Superintendent, joined Addison Covert and Meghan Russel, Parker and Covert LLP, in presenting a CSBA workshop entitled 21st Century Learning: Education Beyond Classroom Walls. The presentation is included with two video clips: McCaffrey Farm to Futures Center and Cosumnes River Preserve.

2. 5 Year School Maintenance Plan

Presenter: Lois Yount, Director of Business Services

Greer and Valley Oaks Elementary Schools

3. Measure K Bond Update

Presenter: Lois Yount, Director of Business Services



21st Century Learning: Education Beyond Classroom Walls

1



- **John Gordon**, Field Representative, California Department of Education and Board Member, Galt Joint Union Elementary School District
- **Karen Schauer**, Superintendent, Galt Joint Union Elementary School District
- **Addison Covert**, Parker & Covert LLP
- **Meghan Russell**, Parker & Covert LLP and Davis Farm to School



2

California Policies and Laws Related to Education

Both Within and Outside the Classroom

3

- California Constitution, Article IX, §1
 - “A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage **by all suitable means** the promotion of intellectual, scientific, moral, and agricultural improvement.”

4

- California Department of Education Mission Statement
 - “California will provide a world-class education for all students, from early childhood to adulthood. [The Department of Education, educators, schools, parents, and community partner], as a team, ... **prepare students to live, work, and thrive** in a multicultural, multilingual, and highly connected world.”

5

- CA Education Code, Section 33080
 - “Each child is a unique person, with unique needs, and the purpose of the educational system of this state is to **enable each child to develop all of his or her own potential.**”
- CA. Education Code, Section 51002
 - “The Legislature ... recognizes that ... the common needs and interests of the citizens of this state and the nation [require] a common state curriculum for the public schools, [and] the economic, geographic, physical, political and social diversity, [require] the development of educational programs **at the local level** [The] Legislature [intends] to set broad minimum standards and guidelines for educational programs, and **to encourage local districts to develop programs** that will best fit the needs and interests of the pupils pursuant to stated philosophy...”

6

CSBA Model School Board Policy 0100

- “It is the **philosophy of the district** that:
 - A safe, **nurturing environment** and positive school climate are necessary for learning, academic achievement, and student development.
 - The needs of the **whole child** must be addressed as the ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.
 - The Board has a responsibility to **advocate on behalf of all students...**
 - Responsibility for district programs and operations is shared by the entire educational community, with **ultimate accountability resting with the Board** as the basic embodiment of representative government.

7

The Traditional 960 Square Foot Classroom

- “Title 5 Section 14030(g) requires general education classrooms to be a minimum of 960 square feet. A district's educational program may call for project-based learning. The architectural response to this program need is a cluster of 800 square foot classrooms around a shared 300 square foot project area.” (*Complete Schools*, Report by CDE, State Allocation Board Meeting, May 23, 2007)
- When planning, need to examine School Board and School District’s responsibilities, goals and objectives, including CTE

8

- CCR Title 5, § 14030. Standards for Development of Plans for the Design and Construction of School Facilities.

(g) Classrooms at new school sites shall have adequate space to perform the curriculum functions for the planned enrollment as described in the school district's facility master plan, specifically:

1. Classroom size standards:

A. General classrooms, grades one through twelve are **not less than 960 square feet**. Classrooms proposed of less than 960 square feet require written justification to be submitted to and approved by the State Superintendent of Public Instruction. Adjacent instructional space shall be included in the calculation of square feet for purposes of approving classroom design.

B. Proposed classrooms of less than 960 square feet have written justification consistent with the educational program and curriculum indicating that the district's education program can be delivered in the proposed size classrooms.

9

- At \$500/square foot cost we need to think carefully about how we use each foot
 - Why are we building this building?
 - Why are we building it this way?
- Curriculum should dictate construction (not the other way around)
 - By creating new educational environments that align with educational visioning, we will comply with CDE standards and help change the future of education in CA

10

ALTERNATIVES TO THE 960 SQUARE FOOT CLASSROOM

- Traditional Classroom: 960 sq ft
 - Lecture style
- Re-envisioned Classrooms
 - Collaborative learning
 - Lab learning
 - Hands-on learning
 - Indoor-Outdoor Learning

[Insert floorplan of “traditional” classroom]

11

CASE STUDIES

- Galt JUESD: McCaffrey Farm to Futures Center
- Galt JUESD & Cosumnes River Preserve
- Green Ribbon Schools:
 - Quail Lake Environmental Charter School
 - Carissa Plains Elementary School
- Corona-Norco USD: Eastvale STEM Academy
- Washington USD: Culinary Arts & Farm to Fork Education
- Sacramento CUSD: Burbank Urban Agriculture Academy

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McCaffrey Farm to Futures Center Overview

1. GJUESD **Bright Futures Initiative** has sustained successful and innovative efforts for PreK- 8 personalized, learner-centered instruction, supports and opportunities.
2. McCaffrey Middle School campus incorporates innovative learning environments
 - a. Bright Future Learning Center (BFLC), Maker Space, Media Production Center, One-to-One Home to School Chromebooks
 - b. Evolving Farm to Future Center reflecting themes of **Farm-Fork-Family-Fitness-Futures**

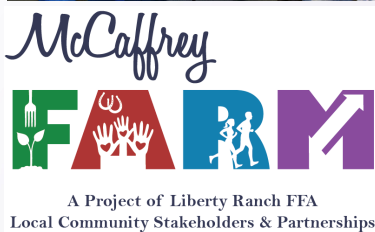
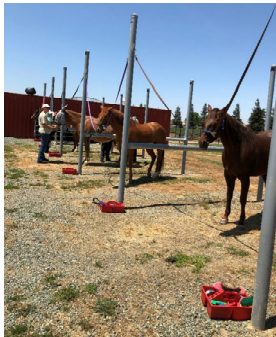
Galt's McCaffrey Farm to Futures Center Goals

1. Expand and enhance learning, fitness and cradle to career opportunities
2. Provide intergenerational learning and enrichment opportunities:
 - Agri-science career pathways
 - Applied NGSS science education
 - Track and Field and Special Olympics
 - 4-H & FFA
 - City Youth Sports Leagues
 - Professional Association of Therapeutic Horsemanship Events

McCaffrey Farm to Future Center Master Plan Development & Components

1. Enhancing existing components and coherently connecting new learning environments
2. Farm to Future Center Facilities Design Themes: **Farm, Fork, Family, Fitness, Futures**
 - a. Garden, Crop and Orchard Area
 - b. Agri-Innovation Center
 - c. Therapeutic and Horsemastership Arena Center
 - d. Multi-Purpose Athletic Field
 - e. Community Plaza
3. Development strategies and funding:
 - a. Grants, fund raising, service clubs and more!
 - b. Foundations or private donations
 - c. Kick-off Concert

Farm to Futures Center Snapshot Collage



McCaffrey Farm to Futures Master Plan



McCAFFREY 18.6-ACRE SITE MP | FARM.FORK.FITNESS.FAMILY.FUTURES



CSBA 2019 ANNUAL EDUCATION CONFERENCE AND TRADE SHOW

McCaffrey Farm to Futures Student Video



CSBA 2019 ANNUAL EDUCATION CONFERENCE AND TRADE SHOW

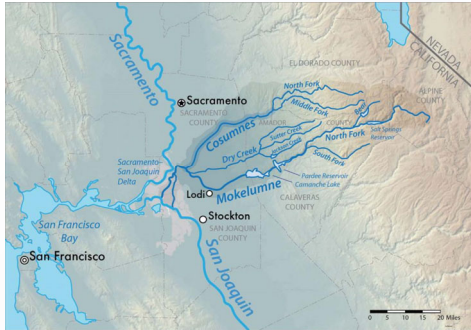
Cosumnes River Preserve & GJUESD Outdoor Education Partnership Overview

1. Reflects a sustained partnership of thirty years
2. Supported through partnerships, grants, donations & local funding
3. Promotes environmental stewardship through service learning
4. Applies learning through outdoor education opportunities
5. Advances Career Technical Education

Preserve and GJUESD Snapshots



Cosumnes River Preserve Canoemobile Project



THE CALIFORNIA DEPARTMENT OF EDUCATION GREEN RIBBON SCHOOLS PROGRAM

Honors school districts for excellence in:

- Resource efficiency
- Health and wellness, and
- Environmental and sustainability education

.....but

QUAIL LAKE ENVIRONMENTAL CHARTER SCHOOL

- K-8 charter school operated by Sanger Unified
- Education program focused on environmental awareness
- Promotes health and wellness (i.e. healthy eating habits, caloric intake, physical exercise techniques)
- Hands on learning experiences include: composting, gardening, recycling initiatives, and energy conservation



2,000 SQUARE FOOT BUTTERFLY GARDEN

- Teach pollination units to 2nd Grade
- Teach life cycle units w/caterpillars
- Curriculum standards taught include:
 - Next Generation Science Standards
 - English Language Arts
 - Math
 - Environmental Literacy
 - Environmental Concepts & Principals



4,000 SQUARE FOOT RAISED BED GARDEN



4,000 SQUARE FOOT RAISED BED GARDEN

- Every grade is responsible for growing a crop
 - (i.e. 1st grade grows carrots)
- The garden includes technology
- Students use iPads to follow the progress



4,000 SQUARE FOOT RAISED BED GARDEN

“Students don’t realize that a lesson was taught during their time learning outside.”

Audrey Mosely
Instructional Support Provider



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

FARMER'S MARKET

- Middle schoolers run the market
- Farmer's Market opened 3xs a year
- Learn cost analysis skills



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

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CARRISA PLAINS ELEMENTARY SCHOOL

- Rural TK-5 School
 - Cooking, baking program
 - Farmers Market
 - “We started with conservation efforts and it grew.”



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

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GARDEN

- Apples/vegetable crops
- Farmers Market
- “Real World application where students are making the connection with their learning between indoors and outdoors.”



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

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GARDEN/CHICKEN COOPS

- A special education K-5 program in Atascadero and a scenery garden for students
 - Cooking, baking program
 - Problem solving with keeping squirrels/vermin from crops and chickens...



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

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SENSORY GARDEN

- “Touch, Smell, Hear” Space
- Environment for students to decompress



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

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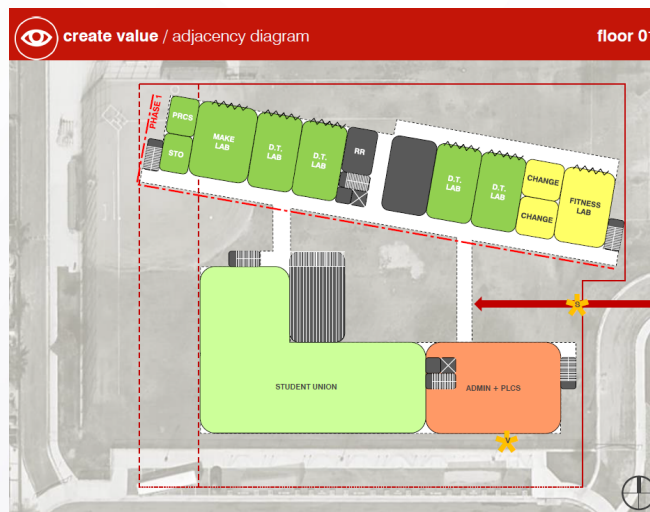
CORONA-NORCO USD: EASTVALE STEM ACADEMY

- School within a school (challenge of creating specialized new campus within existing Roosevelt High School)
- Pathways: Medical Science or Engineering



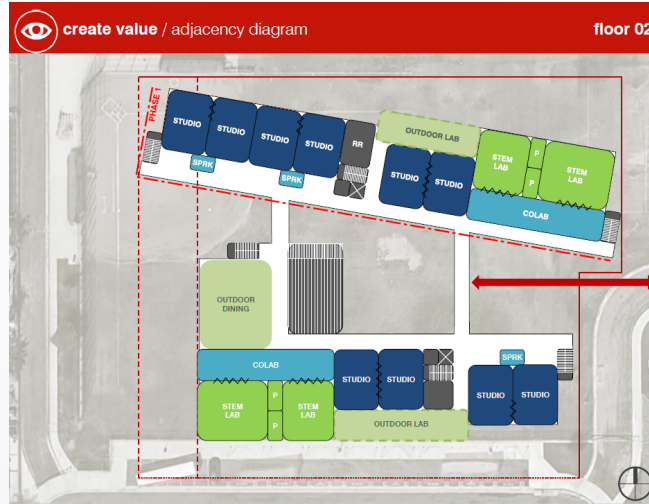
CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

CORONA-NORCO USD: EASTVALE STEM ACADEMY



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

CORONA-NORCO USD: EASTVALE STEM ACADEMY



CSBA 2019 ANNUAL EDUCATION CONFERENCE AND TRADE SHOW

CORONA-NORCO USD: EASTVALE STEM ACADEMY

zoom out

Ground Floor Level Large open spaces defined with color and graphics to influence gathering and collaboration through a multitude of workspace types

Cornerstone

Research Lounge

STUDENT UNION

The complex block contains a 'zoom out' icon, two interior photos labeled 'Cornerstone' and 'Research Lounge', a descriptive text for the 'Ground Floor Level', and a schematic diagram of the 'STUDENT UNION' area highlighted with a red dashed border.



CSBA 2019 ANNUAL EDUCATION CONFERENCE AND TRADE SHOW

CORONA-NORCO USD: EASTVALE STEM ACADEMY



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

CORONA-NORCO USD: EASTVALE STEM ACADEMY



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

CORONA-NORCO USD: EASTVALE STEM ACADEMY



WASHINGTON USD: CULINARY ARTS & FARM TO FORK EDUCATION

- Bryte Career & College Training (former elementary school)
- Two Pathways:
 - Food & Hospitality (Culinary Arts)
 - Agricultural Sciences (Farm to Fork)
- Students are exposed to all aspects of the life cycle of food and the food industry, with a special emphasis on Farm to Fork, celebrating Yolo County's rich agricultural bounty

WASHINGTON USD: FARM TO FORK EDUCATION

Agricultural Sciences Pathway: Farm to Fork

- Students experience agriculture through sustainable hands-on activities in the school garden and classroom
- Learn how to create healthy soil, ecosystems that support biodiversity, and production of nutritious food
- Students can gain work experience at one of five urban farms in West Sacramento

WASHINGTON USD: FARM TO FORK EDUCATION



SACRAMENTO CUSD: BURBANK URBAN AGRICULTURE ACADEMY

- Incubator space for students to cultivate the knowledge, skills, and experience for in the fields of Agriculture and Natural Resources Management
- Students grow, harvest, and market what they produce in the campus garden and greenhouse (agriculture + business)
- Classroom + hands-on application in Burbank Urban Garden (BUG), a 1-acre student farm:
 - 800 square feet of flower production, pollinator and native plant beds
 - 2,000 square feet of vegetable production beds
 - 45 fruit trees
 - a full production size greenhouse and lathe house
 - tool and tractor barn



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

SACRAMENTO CUSD: BURBANK URBAN AGRICULTURE ACADEMY



CSBA 2019 ANNUAL EDUCATION
CONFERENCE AND TRADE SHOW

COMMUNITY SUPPORT ORGANIZATIONS

- Support organizations
 - Local: e.g. Davis Farm to School
 - Regional: Center for Land Based Learning; Life Lab
 - Statewide: CDFA Office of Farm to Fork, Farm to School Network
 - National: National Farm to School Network
- Rotary Club, Odd Fellows, Soroptimists
- Scouts/Girl Scouts
- Local college/university
- UC Master Gardeners
- Chamber of Commerce
- Farmers Market
- Seed/Ag companies (developing future workforce)
- PTA
- Home Depot
- Lowes
- Local garden store (Ace)
- Whole Foods
- SaveMart
- Sprouts
- Raleys
- Your local co-op grocer (Round Up at the Register)
- Restaurant fundraisers
- Silent Auction/Fundraising Dinner

DESIGN APPROVAL, LIABILITY PROTECTION AND RELATED TOPICS

- State Funding Requirements
 - Meet their specifications
 - Forego it
- Local Codes & Regulations may limit:
 - Building code
 - School board policy
 - Planning + development code
- Different Risk and Potential for Liability Created
 - Insurance coverage by current policy
 - Duty to adequately supervise

ON A RELATED TOPIC:

CASH 2020 WORKSHOP

Title: New Educational Programs are Leading to
New School Designs; Reinventing Beyond the
960 Square Foot Classroom

WASHINGTON USD: CULINARY ARTS

Food & Hospitality Pathway:

- Partnership between local agriculture, school gardens, food service businesses, and the District
- Students learn about the entire food cycle:
planting → preparation → serving → waste management

WASHINGTON USD: CULINARY ARTS





Valley Oaks Elementary School - Established 1968
5 Year Routine Maintenance Plan

Location	Size and Year of HVAC Unit	Flooring Type and Age	2020 Upgrades	2021 Upgrades	2022 Upgrades	2023 Upgrades	2024 Upgrades
Room 1	4 Ton/ 2018	Carpet/2018					
Room 2	4 Ton/ 2018	Carpet/2009					Replace Carpet
Room 3	4 Ton/ 2018	Carpet/2009					Replace Carpet
Room 4	4 Ton/ 2018	Carpet/2009					Replace Carpet
Room 5	4 Ton/ 2018	Carpet/2000	Replace Carpet				
Room 6	4 Ton/ 2018	Carpet/2018					
Room 7	3.5 Ton/=1998	Carpet/2003	Replace HVAC	Replace Carpet			
Room 8	3.5 Ton/=1998	Carpet/2008	Replace HVAC		Replace Carpet		
Room 9	3.5 Ton/2017	Carpet/2009				Replace Carpet	
Room 10	3.5 Ton/2014	Carpet/2007			Replace Carpet		
Room 11	3.5 Ton/=1998	Carpet/2002	Replace HVAC	Replace Carpet			
Room 12	3 Ton/2011	Carpet/2002		Replace Carpet			
Room 13	4 Ton/ 2018	Carpet/2008				Replace Carpet	
Room 14	4 Ton/ 2018	Carpet/2018					
Room 15	4 Ton/ 2018	Carpet/2018					
Room 16	4 Ton/ 2018	Carpet/2010					
Room 17	4 Ton/ 2018	Carpet/2018					

Room 18	4 Ton/ 2018	Carpet/2015					
Room 19	3.5 Ton/2015	Carpet/2015					
Room 20	3.5 Ton/2015	Carpet/2000	Replace Carpet				
Room 21	3.5 Ton/2017	Carpet/2000	Replace Carpet				
Room 22	3.5 Ton/2008	Carpet/2018					
Room 23	3.5 Ton/≈1998	Carpet/2010	Replace HVAC				
Room 24	3.5 Ton/2006	Carpet/2010					
Room 25	3.5 Ton/2016	Carpet/2016					
Room 26	3.5 Ton/≈1998	Carpet/2016		Replace HVAC			
Room 27	3.5 Ton/2019	Carpet/2018					
Room 28	3.5 Ton/~1998	Carpet/2018		Replace HVAC			
Room 29	3.5 Ton/≈1998	Carpet/2013		Replace HVAC			
Room 30	3.5 Ton/≈1998	Carpet/2000	Replace Carpet	Replace HVAC			
*Room 31	3.5 Ton/2006	Carpet/2015					
*Room 32	3.5 Ton/≈1998	Carpet/2015					
*Room 33	3.5 Ton/≈1998	Carpet/2013					
*Room 34	3.5 Ton/≈1998	Carpet/2000					
Room 35	3.5 Ton/2006	Carpet/2006		Replace Carpet			
Room 36	3.5 Ton/2004	Carpet/2011					Replace HVAC

Room 37	4 Ton/ 2018	Carpet/2017					
Room 38	4 Ton/ 2018	Carpet/2017					
Room 39 (Staff Room)	4 Ton/ 2018	Carpet/2015					
Room 40	4 Ton/ 2018	Carpet/2017					
Room 41	4 Ton/ 2018	Carpet/2017					
Primary Restrooms		Original Tile					
Intermedlate Restrooms		Original Tile					
Admin	(3) 3.5 Ton/ 1995, 1996, 2004	Small Offices: Carpet/2016 Main Office: Carpet/2018 Nurse Office: Linoleum/2012			Replace HVAC		
Admin Bathrooms		VCT/≈2009					
BFLC	(2) 5 Ton/2007, 2018	Carpet/2016					
BFLC Bathrooms		VCT/≈2009					
Multi-Purpose	(3) 6 Ton/2019	Concrete Epoxy and Complete Remodel/2019					
Multi-Purpose Bathrooms		Complete Remodel 2019					
Stage	6 Ton/2019	VCT/2019					
Kitchen	3 Ton, 5.5 Ton/2019	Concrete Epoxy/2019					

*Portables that need to be replaced

			2020 Upgrades	2021 Upgrades	2022 Upgrades	2023 Upgrades	2024 Upgrades
Parking Lots	Asphalt Slurry/2019						
Primary Playground	Asphalt Slurry/2019	Play Structure/=2004					
Intermediate Playground	Asphalt Slurry/2019	Play Structure/=1995		Play Structure			
Kinder Playground	Asphalt Slurry/2019	Play Structure/2015					
Exterior Painting	Permanent Buildings Painted 2018-2019						
Exterior Painting Portables	Original and Minor Touch Up				Painting Portables		
Roofing	Permanent Buildings Re-Roofed 2018-2019, Gutters Replaced on Admin and BFLC 2019						
Fire & Intrusion System	2 Systems/Original and 2018					Merge Fire & Intrusion System	
Refrigerator and Freezer	Refrigerator and Freezer 2019						
Cement Repairs	ongoing		as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)

Estimated Costs	\$ 75,000.00	\$ 100,000.00	\$ 80,000.00	\$ 100,000.00	\$ 35,000.00
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Greer Elementary School - Established 1992 and 2008
5 Year Routine Maintenance Plan

Location	Size and Year of HVAC Unit	Flooring Type and Age	2020 Upgrades	2021 Upgrades	2022 Upgrades	2023 Upgrades	2024 Upgrades
Room 1 (office)	5 Ton/2006	Carpet/2019					
Room 2 (office)	5 Ton/2006	Carpet/2019					
Room 3	5 Ton/1992	Carpet/2019	Replace HVAC				
Room 4	5 Ton/2002	Carpet/2019					
Room 5	5 Ton/1992	Carpet/2019	Replace HVAC				
Room 6	5 Ton/1992	Carpet/2019	Replace HVAC				
Room 7	5 Ton/2019	Carpet/2008		Replace Carpet			
Room 8	5 Ton/2008	Carpet/2008		Replace Carpet			
Room 9	5 Ton/1992	Carpet/2013	Replace HVAC				
Room 10 (SCOE)	5 Ton/1992	Carpet/Linoleum/2019	Replace HVAC				
Room 11	5 Ton/2008	Carpet/2008		Replace Carpet			
Room 12	4 Ton/2006	Carpet/2018					
Room 14	4 Ton/≈1995	Carpet/2018		Replace HVAC			
Room 15	4 Ton/2018	Carpet/2016					
Room 16	4 Ton/≈1995	Carpet/2016		Replace HVAC			
Room 17	4 Ton/2009	Carpet/2017					
Room 18	4 Ton/1994	Carpet/2017		Replace HVAC			

Room 19	4 Ton/1992	Carpet/2017		Replace HVAC			
Room 20	4 Ton/2017	Carpet/1992	Replace Carpet				
Room 21	4 Ton/2018	Carpet/2009			Replace Carpet		
Room 22	3.5 Ton/2009	Carpet/2013					
Room 23	3.5 Ton/1996	Carpet/2013			Replace HVAC		
Room 24	4 Ton/2018	Carpet/2017					
Room 25	3.5 Ton/1996	Carpet/2015			Replace HVAC		
Room 26	3.5 Ton/1996	Carpet/2017			Replace HVAC		
Room 27	4 Ton/2018	Carpet/2017					
Room 28	(2) 3.5 Ton/ 1996, 2008	Carpet/2018			Replace HVAC		
Room 29	3.5 Ton/1997	Carpet/2009			Replace Carpet	Replace HVAC	
Room 30	3.5 Ton/1997	Carpet/2012				Replace HVAC	
Room 31	3.5 Ton/1997	Carpet/2010				Replace HVAC	
Room 32	3.5 Ton/1997	Carpet/2010				Replace HVAC	
Room 33	3.5 Ton/1997	Carpet/2015				Replace HVAC	
Room 34	3.5 Ton/1997	Carpet/2019					Replace HVAC
Room 35	3.5 Ton/1998	Carpet/2006	Replace Carpet				Replace HVAC
Room 36	3.5 Ton/1998	Carpet/2006	Replace Carpet				Replace HVAC
Room 37	3.5 Ton/1998	Carpet/2017					Replace HVAC

Room 38	3.5 Ton/1998	Carpet/2006	Replace Carpet				Replace HVAC
P.E.	5 Ton/1992	VCT/1992		Replace HVAC			
Primary Restrooms		Complete remodel 2019					
Intermediate Restrooms		Built in 2008					
Kinder Bathrooms		Complete remodel 2008					
Admin	(3) 6 Ton/2011, 2014, 2016	Small Offices: Carpet/2019 Main Office: Carpet/2018 Nurse Office: Linoleum/2015					
Admin Bathrooms		Linoleum/2015					
BFLC	10 Ton/2006 5 Ton/2002	Carpet/2017					
Multi-Purpose	(4) 6 Tons/ 2010, 2014, 2016, 2017	VCT/1992					Replace VCT
Multi-Purpose Bathrooms		Cement Epoxy/≈2009				Cement Epoxy	
Stage	8.5 Ton/2006	VCT/2008					
Kitchen	Make-Up Air/1992 4 Ton/2013	Tile/1992					

			2020 Upgrades	2021 Upgrades	2022 Upgrades	2023 Upgrades	2024 Upgrades
Parking Lots	Asphalt Slurry/2017						
Primary Playground	Asphalt Slurry/2010	Play Structure/2008			Asphalt Slurry		
Intermediate Playground	Asphalt Slurry/2010	Play Structure/1992			Asphalt Slurry	Play Structure	
Kinder Playground	Asphalt Slurry/2016	Play Structure/2018					
Exterior Painting	2005			Exterior Painting			
Roofing	1992			Roofing			
Fire & Intrusion System	1992			Fire & Intrusion			
Refrigerator and Freezer	Refrigerator Freezer/1992		Replace Condensors				
Landscaping Front of the School				Landscaping			
Cement Repairs	ongoing		as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)	as needed (\$15,000)

Estimated Costs	\$ 100,000.00	State Facility Program \$1,500,000	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00
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GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE DECEMBER 2019								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
PLANNED FUNDING PER SCHOOL								
Measure K GO Bond	\$5,100,000	\$1,400,000	\$8,700,000	\$4,236,496	\$200,000	\$500,000	\$40,000	\$20,176,496
Proposition 39 Energy Funding	\$134,160	\$94,729	\$442,981	\$177,735	\$0	\$32,634		\$882,239
State School Facilities Program (SFP)/Prop 51								
*Modernization Eligibility	\$2,841,216	\$2,062,322	TBD-Elig in 2022	\$2,509,572	\$0	\$0	\$0	\$7,413,110
*New Construction	TBD	TBD	\$0	TBD	\$0	\$0	\$0	\$0
*Facilities Hardship (State Funding)	\$0	\$0	TBD	\$0	\$0	\$0	\$0	TBD
TOTAL PLANNED FUNDING	\$8,075,376	\$3,557,051	\$9,142,981	\$6,923,803	\$200,000	\$532,634	\$40,000	\$28,471,845
COMPLETED PROJECTS								
Priority 1 Projects: Safety and Security	Telephones	Telephones	Telephones	Telephones	Security System	Telephones	Telephones	
	Security Cameras	Security Cameras	Security Cameras	Security Cameras	Playground Equip.	Security Cameras	Security Cameras	
	Paving	Paving	Paving	Paving		Paving	Paving	
	Priority 2: Modernization	Kinder Playground		Playground Equip.		Priority 4: 21st Century Learning		
	HVAC/Roofing: Bldgs A,C,E CDE Approved, Submitted to OPSC on 11/13/18	DSA Close-Out Work: Priority 3: Infrastructure		Security Fencing		BFLC Remodel		
	Priority 2: Modernization	Firewall Repair		Priority 3: Infrastructure		Projector Mounting		
	Priority 2: Modernization	Lighting Infrastructure		Site Water Pump				
	Security Fencing	Priority 4: 21st Century Learning Priority 2: Modernization		Replacement				
	Kitchen/MP Room	Remodel Classrooms: 3,4,5,6,10		Priority 1: Safety and Security				
	Remodel: Including	Modernizing Restrooms - Building C		Fire Alarm System				
	Kitchen Equipment	Possible Removal of Portables		Intrusion System				
	Replacement/Upgrade	CDE and DSA Approved Submitted to OPSC on 7/22/19		CDE Approved, Submitted to OPSC on 1/15/19				
	Fire Alarm System/Sprinklers							
	MPR Restroom Accessibility							
	Light Fixture and Controls							
	New Epoxy Flooring in Kitchen							
	CDE Approved, Submitted to OPSC on 11/13/18							
INCREMENT I PROJECTS								
CURRENTLY ACTIVE PROJECTS			Priority 1: Safety and Security					
UNDER CONSTRUCTION AS OF DECEMBER 2019			Veneer Replacement					
			Replace Fire Alarm System					
Priority 1: Safety and Security			Replace Intrusion Alarm System					
Priority 2: Modernization			Priority 2: Modernization					
Priority 3: Infrastructure			Priority 3: Infrastructure					

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE DECEMBER 2019								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
			Restroom Modernization					
			Replace/repair Dry rot at Port. CR's					
			New Exterior Lighting and Controls					
			Exterior Paint					
			Replace and Repair Roofs					
			Replace Roof Drains and Downspouts					
			Structural Repairs					
			Roof Coating at Port. CR's					
			Replace 8 HVAC Systems					
			Replace BMS System					
			Landscaping					
			CDE Approved, Resubmitted to OPSC on 9/30/19					
Estimated Completion			April 2020					
CURRENTLY ACTIVE PROJECTS IN DESIGN AS OF DECEMBER 2019		Priority 2: Modernization		Priority 2: Modernization				
INCREMENT I PROJECTS		Priority 3: Infrastructure		Priority 3: Infrastructure				
		Roof Replacement and Repair and HVAC Upgrades:		Wood/Dry rot Repair				
		At Bldgs. A, B, C, and D		Stucco/Masonry Repair				
		Admin, Library, Classroom,		Strip and paint roofs				
		Multi-Purpose Room		Repair Drains/Downspouts				
		New Energy Management System		Roof coating at Port. CR's				
		Exterior Painting of Permanent Buildings		Replace 7 HVAC Systems				
		CDE and DSA Approved		Replace BMS System				
		Submitted to OPSC on 7/22/19		CDE Approved, Submitted to OPSC on 1/15/19				
Estimated Construction Start		2020/21		Spring 2020				

GJUESD MEASURE K FACILITIES IMPROVEMENT PRIORITIES: MULTI-YEAR ROLL-OUT								
TIMELINE ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED 2020/21								
PROGRESS UPDATE DECEMBER 2019								
Priority 1: Safety and Security; Priority 2: Modernization; Priority 3: Infrastructure; Priority 4: 21st Century Learning								
	VALLEY OAKS	GREER	MARENGO RANCH	RIVER OAKS	LAKE CANYON	MCCAFFREY	FAIRSITE	TOTAL
INCREMENT 2 PROJECTS								
ARCHITECTURAL DESIGN AND PLAN NEEDED	Priority 4: 21st Century Learning							
	New Classroom Building(s)							
	New Student and Staff Restrooms							
	Remove Portables							
Estimated Construction Start	2020/21							
INCREMENT 3 AND 4 PROJECTS								
FUTURE: UNKNOWN FUNDING	(Increment 3)	(Increment 3)						
	Priority 1: Safety and Security	Priority 2: Modernization						
	Upgrade Fire Alarm System	Roof Replacement and Repair						
	Priority 2: Modernization	at Portable Classrooms						
	New Energy Management System	Roofing/Fascia/Eave						
	Streetscape Improvements	Exterior Painting of Port. CR's						
	Remodel Bldg. D Library into	Upgrade Fire Alarm System						
	New Administration							
	Upgrades to Port. Classrooms:							
	Roofing/Fascia/Eave/Painting							
	(Increment 4)	(Increment 4)						
	Priority 4: 21st Century Learning	Priority 4: 21st Century Learning						
	Remodel 3rd Gr. Classrooms into BFLC	New Classroom Buildings						
		New Student and Staff Bathrooms						
	Priority 2: Modernization	Possible Removal of Portables						
	Priority 3: Infrastructure							
	Other: Sewer Replacement							
Estimated Construction Start	Unknown: Beyond Measure K and State Funding	Unknown: Beyond Measure K and State Funding						

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT		ASSUMES STATE FUNDING FOR ALL MODERNIZATION PROJECTS RECEIVED IN 2020/21								
CASH FLOW ANALYSIS MODERNIZATION PROJECTS										
2017 THROUGH 2021										
NOVEMBER 25, 2019										
ACTUAL AND PROJECTED REVENUE AND EXPENDITURES 2016/17 - 2021/22	ACTUAL 2016/17	ACTUAL 2017/18	ACTUAL 2018/19	ACTUAL 2019/20	PROJECTED 2019/20	2020/21	2021/22	2022/23	FUTURE	TOTAL
BEGINNING BALANCE	\$0	\$10,136,222	\$7,766,564	\$9,318,676	\$5,119,568	\$142,367	\$6,400,222	\$2,274,987	(\$4,904,922)	
Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8	Column9	Column10	Column11
REVENUE AVAILABLE FOR EXISTING FACILITIES/MODERNIZATION										
Measure K Bond Issuance #1	\$9,490,000									\$9,490,000
Measure K Bond Issuance #2	\$0	\$0	\$9,992,000	\$0	\$0	\$0	\$0	\$0		\$9,992,000
Interest Earnings	\$5,952	\$123,543	\$198,621	\$1,931	\$50,000	\$30,000	\$30,000			\$440,047
Prop 39 Energy Funding	\$650,248									\$650,248
State School Facilities Program -- Valley Oaks ES Modernization	\$0	\$0	\$0	\$0	\$0	\$2,841,216	\$0			\$2,841,216
State School Facilities Program -- Greer ES Modernization	\$0	\$0	\$0	\$0	\$0	\$2,062,322	\$0			\$2,062,322
State School Facilities Program -- River Oaks ES Modernization	\$0	\$0	\$0	\$0	\$0	\$2,509,572	\$0			\$2,509,572
State School Facilities Program -- Facility Hardship -- Marengo Ranch ES	\$0	\$0	\$0	\$0	\$0	TBD	\$0			TBD
Other										
SUBTOTAL MOD/EXISTING FACILITIES REVENUE	\$10,146,200	\$123,543	\$10,190,621	\$1,931	\$50,000	\$7,443,110	\$30,000	\$0	\$0	\$27,985,405
CUMULATIVE MOD/EX. FACILITIES REVENUE	\$10,146,200	\$10,269,743	\$20,291,081	\$20,293,012	\$20,343,012	\$27,786,122	\$27,816,122	\$27,816,122	\$27,816,122	
ACTUAL AND PROJECTED EXPENDITURES										
Districtwide Telephone Project		\$296,610	\$83,001							\$379,611
Districtwide Security Camera Project			\$368,287	\$3,592						\$371,879
Paving/Playground Equip/Fencing Project			\$332,042	\$26,544						\$358,586
McCaffrey MS BFLC Renovation/Projectors Mount			\$274,917							\$274,917
River Oaks Pump Replacement				\$69,708						\$69,708
River Oaks Fire/Alarm Intrusion				\$416,809	\$48,191					\$465,000
Valley Oaks ES HVAC/Roofing Inc. 1A (Updated Estimate to Reflect LLB and Soft)		\$281,116		\$1,378,113						\$1,659,229
Valley Oaks ES Kitchen/MPR Mod Inc. 1B (Updated Est. to Reflect LLB and Soft)		\$172,788		\$2,932,620	\$47,056	\$52,000				\$3,204,464
Greer ES Modernization Increment 1		\$163,749		\$514,400	\$414,197	\$10,000				\$1,102,346
Marengo Ranch ES Modernization (PBK Estimate PLUS UPDATED DSA FEES)		\$378,782		\$2,973,425	\$3,597,479	\$1,550,314				\$8,500,000
River Oaks ES Mod Increment I (PBK Estimate)		\$149,326		\$22,021	\$93,766	\$3,234,887				\$3,500,000
Greer ES DSA Close-Out Work				\$50,015						\$50,015
Greer ES Mod Increment 2 (DCA Estimate)				\$77,668			\$355,255	\$1,880,435	\$658,629	\$2,971,987
Greer ES Mod Increment 3 (DCA Estimate)									\$1,532,544	\$1,532,544
Valley Oaks ES Mod Increment 2 (DCA Estimate)						\$400,000	\$1,864,800	\$6,421,280		\$8,686,080
Valley Oaks ES Mod Increment 3 (DCA Estimate)									4,213,331	\$4,213,331
Valley Oaks ES Mod Increment 4 (DCA Estimate)									1,198,080	\$1,198,080
Greer ES Increment 4 (DCA Estimate)									\$8,686,080	\$8,686,080
Warranty Callback					\$20,000	\$20,000	\$20,000	\$30,000		\$90,000
Program Costs (legal, advertisement, consultants)	\$9,978	\$68,771	\$36,591	\$350	\$10,000	\$10,000	\$10,000	\$0	\$0	\$146,050
Catastrophic Loss Reserve (Claims, Major dryrot, termites, etc) @5%					\$100,000	\$100,000	\$100,000	\$20,000	\$0	\$320,000
Escalation/Inflation					\$0	\$250,000	\$230,000	\$0		\$480,000
Program Contingency					\$50,000	\$50,000	\$50,000	\$50,000	\$0	\$200,000
Project Management			\$54,002		\$0	\$0	\$0	\$0		\$54,002
Other										
TOTAL EXPENDITURES	\$9,978	\$2,486,388	\$8,638,509	\$4,201,039	\$5,027,201	\$1,185,255	\$4,155,235	\$7,179,909	\$15,630,035	\$48,513,909
TOTAL CUMULATIVE EXPENDITURES	\$9,978	\$2,496,366	\$11,134,875	\$15,335,914	\$20,363,115	\$21,548,370	\$25,703,605	\$32,883,514	\$48,513,549	
ENDING BALANCE MODERNIZATION/EXISTING FACILITIES	\$10,136,222	\$7,766,564	\$9,318,676	\$5,119,568	\$142,367	\$6,400,222	\$2,274,987	(\$4,904,922)	(\$20,534,957)	



Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.038 Board Consideration of Approval of Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>a. Minutes: November 20, 2019 Regular Board Meeting</p> <p>b. Payment of Warrants:</p> <ul style="list-style-type: none"> • <u>Certificated/Classified Payrolls Dated:</u> 11/15/19, 11/26/19 • <u>Vendor Warrant Numbers:</u> 20321634; 20321634-20321691; 20323007-20323076; 20323827-20323838; 20324604-20324671 <p>c. Personnel</p> <ol style="list-style-type: none"> 1. Resignations/Retirement 2. Leave of Absence Request 3. New Hires <p>d. Donations</p>	

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

Regular Board Meeting
Wednesday, November 20, 2019

November 20, 2019
Galt City Hall Chamber
380 Civic Drive, Galt, CA 95632

Board Members Present

Grace Malson
John Gordon
Matthew Felix- absent
Thomas Silva
Wesley Cagle

Administrators Present

Karen Schauer	Ron Rammer
Claudia Del Toro-Anguiano	Jennifer Porter
Donna Mayo-Whitlock	Laura Papineau
Donna Gill	Tina Homdus
	Kuljeet Nijjar

MINUTES

- A.** Present for closed Session: Karen Schauer, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Grace Malson, John Gordon, Thomas Silva, Wesley Cagle
- B.** Closed Session was called to order at 5:48 p.m. to discuss the following:
1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957.6
 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
 3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
 - Superintendent
- C.** 6:38 p.m. Claudia Del Toro-Anguiano and Donna Mayo-Whitlock exited closed session.

Closed Session Adjourned at 7:05 p.m.

The open meeting was called to order at 7:07 p.m. by Grace Malson followed by the flag salute. She announced that upon the motion of John Gordon, seconded by Wesley Cagle, by a unanimous vote, pursuant to Education Code section 44948.3, the Board established procedures for the appointment of a hearing officer to conduct a hearing and submit a recommended decision to the Board, regarding dismissal of a probationary certificated employee.

D. Public Comments

There was no public comment.

E. Recognition

1. Barbara Payne and Mary Martinez, Galt Community of Character Coalition Members, recognized Rebecca Coker Toscano for the character trait Responsibility.

F. 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.

1. McCaffrey Farm to Futures Center Update

Karen Schauer, Superintendent, reported progress is being made to advancing the center to build cradle to career opportunities in unique environments. Dr. Schauer recognized Mandy Gardner, Galt High School District Teacher, for her efforts to design the center's logo. She indicated it captures the spirit of what the property could become.

Ron Rammer reported that a track at the center is in the preliminary planning stages.

LCAP GOAL 3

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

1. PreK Listening Circle

Donna Mayo-Whitlock, Educational Services Director, reported on the Fairsite Pre-Kindergarten Listening Circle. She stated this is the first year of implementation of the Central Valley Foundation (CVF) grant. The two main goals of the grant are 1) to foster parent leadership and 2) increase parent engagement. Ms. Mayo-Whitlock added that parents provided feedback last year regarding safety concerns, parent communication, and the need for expanded restrooms. Some parents from last year's listening circle participated in this year's Listening Circle. These parents were able to share how the district addressed the feedback they gave last year.

Jennifer Collier, Extended Learning Supervisor, facilitated the Listening Circle. She reported a diverse cross-section of parents participated in providing feedback. Ms. Collier highlighted the Parent Advisory Committee (PAC) as a fast way for parents to engage with teachers and administrators to maximize student learning.

John Gordon attended the session and expressed satisfaction with the cross-section of parents in attendance.

Karen Schauer stated that the Central Valley Foundation (CVF) had made a significant investment in the Fairsite School Readiness Center, and the Listening Circle is a feedback loop for evaluation purposes. Additionally, WestEd is providing technical assistance.

Karen Schauer shared that the Fairsite School readiness Center has grown from 2 to 13 PreK classes plus offers on-going parent/family engagement activities.

John Gordon commented that parents were inquiring about dual immersion classes during the Listening Circle.

Donna Mayo-Whitlock reported that she would attend a meeting at SCOE on Dec. 4, 2019, to continue planning efforts for a Bilingual Teacher Professional Development Program (BTPDP).

2. CalSCHLS Survey Update

Karen Schauer, Superintendent, recognized administrators for their efforts to encourage parents and staff to complete the survey. The survey window is open through November 22, 2019. Dr. Schauer indicated the next steps include reports completed for board and stakeholder review. Additionally, the feedback will assist the district with the development of the new three-year LCAP cycle and strategic planning efforts.

LCAP GOAL 4

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

1. Galt Market Community Plan

Tom Haglund, Interim City of Galt Manager, addressed the Board. He reported that the City of Galt has a concept plan, not yet developed, for the Galt Market property. The City ultimately wants to preserve the Galt Market in some form. They are reaching out to the community to provide clarification on the process and to receive feedback. Outreach efforts include presentations to school district boards. Mr. Haglund shared Galt Market history. He emphasized the land was deeded to the City with restrictions to be "substantially used for recreation or park purposes." Since 2005 the revenue collected by the Galt Market has decreased by nearly \$1M annually, while Parks & Recreation costs have increased. The current situation involves declining revenue, underutilized property, and a shift in retail consumers.

Amie Mendes, Economic Development Manager, addressed the Board. She stated the partnership with Lewis Planned Communities would help the City explore potential development opportunities of underutilized property in conjunction with the City. Ms. Mendes added that the City is under no commitment to do anything at this time. However, it is working to inform stakeholders of the development process. She shared past public/private partnerships such as Brewsters Bar & Grill and Galt Place.

Chris Erias, Community Development Department, addressed the Board. He reported that the City had been awarded funds to create a master plan and explore redevelopment opportunities on the entire 44-acre Galt Market Grounds. The City selected Williams & Paddon design firm to develop the master plan and to assist with community engagement. He indicated significant community outreach and public input would be solicited during the development of the master plan. Ultimately the City would like to preserve & enhance the experience of the Galt Market and ensure a viable, sustainable source of income for Parks & Recreation.

2. Galt Residential Development

Chris Erias, Community Development Department, addressed the Board. He reported that the City has over 3400 residential units in different stages of production in Galt. Mr. Erias shared a map of Galt with subdivisions in various phases of production.

Grace Malson stated that the construction near Walnut and Carillion is creating a challenge for students to walk safely to school.

Mr. Erias said he would look into it to ensure there is safe passage during school.

ADDITIONAL REPORTS

1. California Schools Employee Association (CSEA) Negotiations Update

Karen Schauer, Superintendent, reported that the District has come to a tentative agreement with CSEA.

2. City And Schools Together (CAST) Update

Karen Schauer reported that CAST members received these presentations at their meeting. She thanked Mr. Erias, Mr. Haglund and Ms. Mendez for their thoughtful presentation.

3. Williams Uniform Complaint Process (UCP) 1st Quarter Report

Karen Schauer, Superintendent, reported no complaints for the Williams UCP 1st Quarter.

G. Routine Matters/New Business

192.031 Consent Calendar

**Consent
Calendar**

Karen Schauer recognized Cynthia Dunnett’s retirement.
Karen Schauer recognized the donations.

A motion was made by John Gordon to approve the consent calendar, seconded by Thomas Silva and unanimously carried.

a. Approval of the Agenda

b. Minutes: October 23, 2019 Regular Board Meeting

c. Payment of Warrants:

Vendor Warrant Numbers: 20317454-20317523; 2038223-015424;
20318724-20318785; 20320143-20320216; 20321634-20321691
Certificated/Classified Payrolls Dated: 10/31/19 and 11/8/19

d. Personnel

Resignations/Retirements

Name	Position	Effective Date	Site
Dunnett, Cynthia (Retirement 23 years)	Technology Asst.	12/02/2019	District Office
Gomez Rojas, Alissa	Yard Supervisor	10/18/2019	Greer
Guillen-Madera, Karla	Yard Supervisor	11/08/2019	Greer
Kiel, Mindy	Behavior Consultant	11/29/19	District Office
Miranda, Ana	Instructional Asst. Special Ed	12/03/2019	Fairsite
Navarro, Sarah	Yard Supervisor	11/12/2019	Marengo Ranch
Ochoa, Nicole	Instructional Asst. Special Ed	11/06/2019	River Oaks
Wyrzykowski, Jamie	Instructional Asst. Special Ed	11/01/2019	River Oaks

Leave of Absence

Name	Position	Effective Date	Site
Hinojosa, Eleticia	Yard Supervisor	01/06/2020-1/20/2020	Valley Oaks
Kiel, Mindy	Behavior Consultant	11/15/2019- 12/29/2019	District Office

LeClerc, Jennifer	Yard Supervisor	10/18/2019-10/24/2019	River Oaks
Rivera, Diana	Instructional Asst. Special Ed	11/01/2019-2/01/2020	Marengo Ranch
Sanchez, Christina	Yard Supervisor	11/12/2019-12/05/2019	Lake Canyon
Sellstrom, Kevin	MOT Supervisor	10/23/2019-11/23/2019	Transportation

New Hires/Reassignment

Name	Position	Site
Alegria, Debbie	Instructional Asst. Pre School	Fairsite Preschool
Beckett, Bill	Classified Substitute	NA
Begley, Lynnette	Bus Driver	Transportation
Blanco, Yasmayra	Bilingual Office Assistant	Valley Oaks
Blansett, Taylor	Substitute Teacher	NA
Cavanaugh, Penny	Classified Substitute	NA
Crumbach, Dana	Math Technician	Lake Canyon
Ennis, Tamra	Substitute Teacher	N/A
Goerzen, Tracy	Yard Supervisor	McCaffrey Middle School
Jensen, Karissa	Instructional Asst. Special Ed	River Oaks
Johnson, Lauren	Substitute Teacher	N/A
Kearney, Daryl	Bus Driver	Transportation
Leadham, Courtney	Substitute Teacher	N/A
Macias, Beatriz	Instructional Asst. ASES	Valley Oaks
Nizzoli, Jessica	Substitute Teacher	NA
Moore, Victoria	Substitute Teacher	N/A
Quist, Christina	Classified Substitute	NA
Romero, Cati	Instructional Asst. Special Ed	Fairsite Preschool
Vandenberg, Shannon	Substitute Teacher	N/A
Wolfe, Stephen	Classified Substitute	NA

e. Donations

f. Out of State Conference Attendance: Bureau of Education & Research (BER) Seminar | Tammy Trinnaman | November 13, 2019 | Portland, Oregon

g. Takehara Landscape, Inc. Landscape Agreement for Marengo Ranch

- | | | |
|---------|--|---------------------------------|
| 192.032 | Consent Calendar (Continued) – Items Removed for Later Consideration. There were no items removed. | CC
Items
Removed |
| 192.033 | A motion was made by Thomas Silva to approve the Revised 2020-2021 School Calendar, seconded by Grace Malson and unanimously carried. | School
Calendar |
| 192.034 | Nominations for California School Boards Association (CSBA) Delegate Assembly, Subregion 6-B did not carry due to lack of a motion. | CSBA
Del Nom |
| 192.035 | A motion was made by Wesley Cagle Establish December 13, 2019 at 7:00 at the Galt Joint Union Elementary School District Office as the Annual Organizational Meeting and Regular Monthly Meeting per | Annual
Org Mtg |

Education Code §35143, seconded by John Gordon and unanimously carried.

Grace Malson invited everyone to participate in Lighting of the Night on Dec. 7, 2019.

H. Pending Agenda Items

1. School District Properties
2. Social Media & Board Protocol
3. SELPA
4. Low Performing Block Grant: Mathematics Focus
5. Learning & Equity Considerations

Meeting adjourned at 8:55 p.m.

Clerk

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirements

Name	Position	Effective Date	Site
Becerra, Ruben	Custodian	11/22/2019	Valley Oaks
Landa-Tapia, Mayra	Yard Supervisor	12/20/2019	Marengo Ranch
Ochoa, Bianca	Teacher	12/06/2019	River Oaks
Stump, Queenmary	Yard Supervisor	12/04/2019	Marengo Ranch

Leave of Absence Requests

Name	Position	Effective Date	Site
Aceves, Sarah	Teacher	02/08/2020 – 06-04-2020	River Oaks
Flores, Rufina	Teacher	11/18/2019 – 12/20/2019	Valley Oaks

New Hires/Reassignment

Name	Position	Site
Bachman, Madeline	Special Education Instructional Assistant	River Oaks Elementary
Diosado, Elizabeth	Classified Substitute	NA
Gomez, Mariah	Special Education Instructional Assistant	River Oaks Elementary
Griffin, Fredrick	Classified Substitute	NA
Laquaila, Kayla	Classified Substitute	NA
Ma, Sydney	Yard Supervisor	Greer Elementary
Salim, Samia	Instructional Assistant	River Oaks Elementary
Sullivan, Glenda	Yard Supervisor	Greer Elementary
Torres, Jodi	Yard Supervisor	Transportation
Winters, Zackery	Classified Substitute	NA



CONSENT CALENDAR DONATIONS

Lake Canyon

- Donors Choose donated individual white boards valued at \$250.00 for Valerie Seamon's classroom

River Oaks

- Donors Choose donated flexible seating/environment accessories valued at \$111.00 for Guadalupe Ayala's classroom

GALEP

- Terri Riley donated \$500.00



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.039 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.040 Board Consideration of Approval of 2019/20 GJUESD Single Plans for Student Achievement
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item: Public Hearing:

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 are designed to support the implementation of the Common Core State Standards (CCSS) for all students.

The plans will be adjusted throughout the 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.

NOTE: The California Dashboards included in the sites' SPSAs are from 2018. The new 2019 Dashboard release is anticipated for December 12, 2019.

The Dashboards will be automatically downloaded onto the Sites' SPSAs before the SPSAs are placed on the District's website for public view.

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: **2019-20**

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	12/13/19	

Purpose and Description

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

Schoolwide Program
Schoolwide Program- The School Plan for Student Achievement (SPSA) is a plan of actions to

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.

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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).

Lake Canyon students, parents, and staff have participated in the following surveys; Gallup Student Poll, Bullying Awareness and Needs, Youth Engagement Focus Group, and Facilities Master Plan. 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. Gallup results revealed Lake Canyon students have a strong sense of engagement and hope for their futures with 64% of surveyed students indicating a strong sense of engagement in school and 38% indicating a strong sense of hope for their futures. Parent surveys indicate the need for stronger systems of support and communication be implemented in order for parents and guardians to play a more active role in the education of their students.

Classroom Observations

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

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)

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. 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 were followed by the election of the current council members on October 15, 2019. Meeting dates for the school site council- Nov. 4th, 2019, March 9th, 2020, and May 18th, 2020. Annual review takes place at the May 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.17%	0.18%	1	1	1
African American	2.0%	1.75%	2.71%	11	10	15
Asian	3.6%	3.67%	2.89%	20	21	16
Filipino	0.9%	1.40%	1.81%	5	8	10
Hispanic/Latino	55.6%	52.10%	51.26%	311	298	284
Pacific Islander	1.4%	1.22%	0.72%	8	7	4
White	34.9%	37.06%	38.09%	195	212	211
Multiple/No Response	%	0.17%	0.36%		1	2
Total Enrollment				559	572	554

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	88	99	91
Grade 1	87	79	66
Grade 2	71	90	80
Grade 3	68	70	87
Grade 4	87	76	66
Grade 5	65	89	75
Grade 6	93	69	89
Total Enrollment	559	572	554

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.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	125	135	107	22.4%	23.6%	19.3%
Fluent English Proficient (FEP)	60	45	45	10.7%	7.9%	8.1%
Reclassified Fluent English Proficient (RFEP)	28	4	33	20.7%	3.2%	6%

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.

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.	2533.	7.53	10.00	14.77	37.63	34.29	40.91	26.88	44.29	22.73	27.96	11.43	21.59
All Grades	N/A	N/A	N/A	14.56	23.41	24.92	24.92	28.43	31.31	29.45	28.76	20.77	31.07	19.40	23.00

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	18.18	56.99	51.43	55.68	32.26	31.43	26.14
All Grades	16.50	25.50	22.68	54.05	47.99	54.95	29.45	26.51	22.36

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 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 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 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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
572	50.9%	23.6%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	135	23.6%
Homeless	12	2.1%
Socioeconomically Disadvantaged	291	50.9%
Students with Disabilities	73	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.7%
American Indian	1	0.2%
Asian	21	3.7%
Filipino	8	1.4%
Hispanic	298	52.1%
Two or More Races	14	2.4%
Pacific Islander	7	1.2%
White	212	37.1%






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. Most of our learners are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. This dashboard 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, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems.

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:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 6.5 points above standard Increased 29.4 points 287 students	<p>English Learners</p>  Yellow 19.4 points below standard Increased 28.5 points 94 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p>  Yellow 13.9 points below standard Increased 30.8 points 156 students	<p>Students with Disabilities</p>  Yellow 61.2 points below standard Increased 28.3 points 47 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.2 points below standard Increased 30.3 points 155 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 24.7 points above standard Increased 33.2 points 103 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.1 points below standard Increased 17.2 points 47 students	22.3 points above standard Increased 35.4 points 47 students	15.6 points above standard Increased 27.9 points 186 students

Conclusions based on this data:

- This dashboard 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.

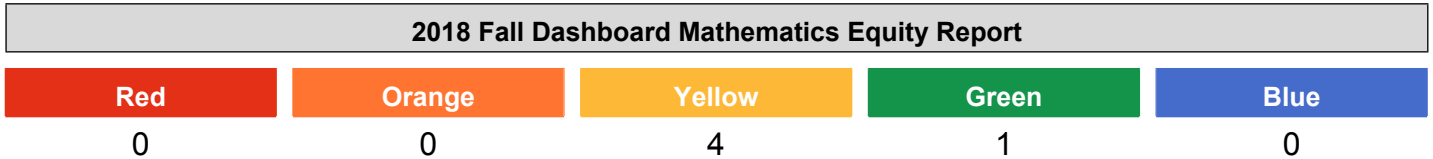
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>17.8 points below standard</p> <p>Increased 10.5 points</p> <p>285 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>48.6 points below standard</p> <p>Increased</p> <p>15.7 points 94 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>39.8 points below standard</p> <p>Increased 14 points</p> <p>155 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>85 points below standard</p> <p>Increased 5.6 points</p> <p>46 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 30.5 points below standard Increased 12.6 points 155 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 0.5 points below standard Increased 5.8 points 103 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.9 points below standard Increased 20.8 points 47 students	27.4 points below standard Increased 6.8 points 47 students	5.1 points below standard Increased 6.1 points 184 students

Conclusions based on this data:

- This dashboard data 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 and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
118	29.7%	46.6%	16.9%	6.8%

Conclusions based on this data:

1. This dashboard 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.

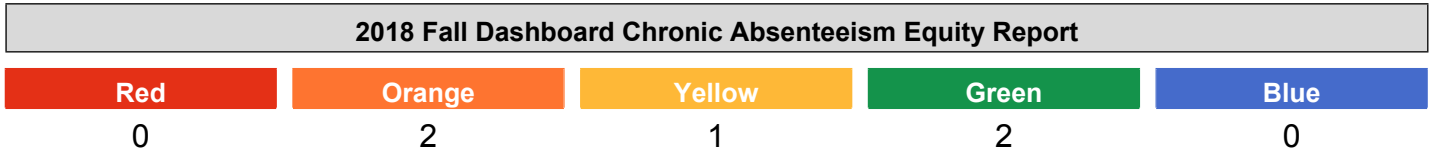
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 10.8% chronically absent Declined 1.6% 590 students	<p>English Learners</p>  Green 10% chronically absent Declined 1.5% 140 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 7.1% chronically absent Declined 26.2% 14 students	<p>Socioeconomically Disadvantaged</p>  Orange 15.2% chronically absent Increased 1% 315 students	<p>Students with Disabilities</p>  Orange 19.4% chronically absent Increased 2.9% 93 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2% chronically absent Maintained 0% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 9.1% chronically absent Increased 9.1% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.7% chronically absent Declined 1.8% 309 students	 No Performance Color 20% chronically absent 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Green 7.4% chronically absent Declined 2.4% 215 students

Conclusions based on this data:

1. This dashboard 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, 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.

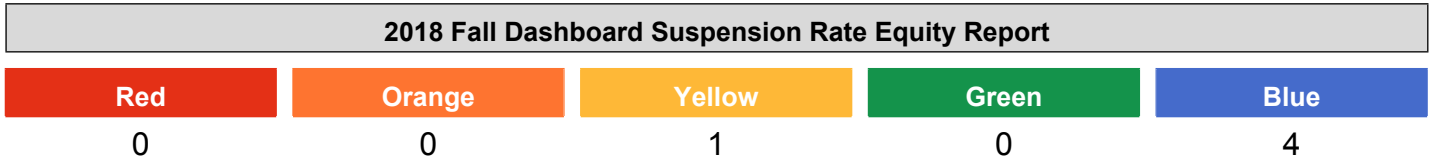
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.2% suspended at least once Maintained -0.2% 596 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 143 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 14 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Declined -0.6% 318 students	<p>Students with Disabilities</p>  Yellow 1.1% suspended at least once Maintained 0% 94 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 11 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 22 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3% suspended at least once Declined -0.3% 313 students	 No Performance Color 0% suspended at least once Maintained 0% 15 students	 No Performance Color Less than 11 Students - Data 7 students	 Blue 0% suspended at least once Maintained 0% 217 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.6% suspended at least once	0.3% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

1. The strong behavior support systems of Lake Canyon Elementary are effective and will be sustained.

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

LEA/LCAP Goal

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.

Goal 1

Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap. Personalized learning plans (PLPs) developed collaboratively by administration, teachers, parents, and the student will inform the instructional plan developed for each student to meet their academic growth needs.

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 CAASPP ELA and math percentages of students who meet or exceed standards is lower than expected: 56% and 48%.

Current Lake Canyon reclassification is less than 25%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students reporting being "Hopeful/Engaged" on annual Gallup student poll. Students will take a survey this year.	83% of students reported being hopeful and engaged on the Gallup Survey.	Students will take the Cal Schools Survey
Misassignments of teachers will remain at 0.	Misassignments of teachers are 0	Expected misassignments of teachers will be 0
Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase 5% each year.	Students meeting/exceeding their personal growth target is 52%	Students expected to meet/exceed their personal growth target is 56%
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Students meeting/exceeding their personal growth target is 60%	Students expected to meet/exceed their personal growth target is 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP will increase 5%. All categorical student groups will increase by 5%.	Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP is 48% for all students, Hispanic/Latino 36%. White 63%, Economically Disadvantaged 36%, R-FEP 53%, English Learners 13%, and Students with Disabilities 28%.	Students in grades 3-8 expected to meet or exceed the state standards in Math on the CAASPP is 53% for all students, Hispanic/Latino 41%. White 68%, Economically Disadvantaged 41%, R-FEP 58%, English Learners 18%, and Students with Disabilities 33%.
Students in grades 3-8 meeting or exceeding the state standards in ELA on the CAASPP will increase 5%. All categorical student groups will increase by 5%.	Students in grades 3-8 meeting or exceeding the state standards in ELA on the CAASPP is 56%, Hispanic/Latino 48%. White 68%, Economically Disadvantaged 44%, R-FEP 68%, English Learners 11%, and Students with Disabilities 28%.	Students in grades 3-8 expected to meet or exceed the state standards in ELA on the CAASPP is 60% for all students, Hispanic/Latino 53%. White 73%, Economically Disadvantaged 51%, R-FEP 73%, English Learners 16%, and Students with Disabilities 33%.
3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5%.	3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) is 45%	3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5% to 50%.
School English Learner reclassification rate will increase by 3%.	School English Learner reclassification rate is 19%	School English Learner reclassification rate will increase to 22%
School Chronic absenteeism will decrease by 1%.	School chronic absenteeism rate is 9:45%.	School chronic absenteeism rate will decrease to 8:45%
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.	School suspension rate is 0.	School suspension rate will remain at 0.
School expulsion rate will remain at 0.	School expulsion rate is 0.	School expulsion rate will remain at 0.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

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)
	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting Services
25.00	Title I 2000-2999: Classified Personnel Salaries Extra Time
	Title I 2000-2999: Classified Personnel Salaries PLP Plans
	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting Services
300.00	Title I None Specified Release Time
450.00	LCFF - Supplemental None Specified Release Time
500.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time - Extended Day Support
	Title I None Specified Release Time
592.53	Title I 4000-4999: Books And Supplies School Datebooks
	LCFF - Supplemental None Specified Release Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	LCFF - Supplemental None Specified Release Time
	LCFF - Supplemental None Specified Release Time
	LCFF - Supplemental None Specified Interventions for ELPAC

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

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)

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

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)
	Title I None Specified MTSS
	Title I None Specified Release Time
	Title I None Specified Personalized Learning Support
	Title I None Specified Personalized Learning Support
	Title I None Specified Personalized Learning Support
	Title I None Specified Personalized Learning Support

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Third grade level student reading proficiency will increase to 50% 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)
	Title I None Specified Moby Max
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1st Grade Support
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1st Grade Support
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Release Time
	LCFF - Supplemental None Specified IA Sub Coverage

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All of the strategies and activities related to this goal were implemented with fidelity in order to make progress in achieving this articulated goal

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

Budget was sufficient in funding the strategies and activities related to this goal.

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

No changes.

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

LEA/LCAP Goal

Goal 2: Implement California Common Core State Standards and CA state standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Goal 2

Implement CCSS and CA state standards through blended and flexible learning 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 CAASPP ELA and math percentages of students who meet or exceed standards is lower than expected: 56% and 48%.

Current Lake Canyon reclassification is less than 25%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%.
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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(VAPA) will be maintained at 100%.		(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".

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

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)

32.06

Source(s)

Title I
4000-4999: Books And Supplies
Center for the Collaborative Classroom

129.77	Title I 4000-4999: Books And Supplies Costco
1122.27	Title I 4000-4999: Books And Supplies Amazon
366.19	LCFF - Supplemental 4000-4999: Books And Supplies Center for the Collaborative Classroom
222.32	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
182.34	Title I 4000-4999: Books And Supplies Great Minds
	LCFF - Supplemental 4000-4999: Books And Supplies Lakeshore Learning Materials
434.13	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
225.56	LCFF - Supplemental 4000-4999: Books And Supplies Great Minds
47.20	Title I 4000-4999: Books And Supplies Face-ing Math

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

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)

5000.00

LCFF - Supplemental
4000-4999: Books And Supplies

	Zearn Inc
750.00	Title I 4000-4999: Books And Supplies The DBQ Project
728.74	Title I 4000-4999: Books And Supplies Studies Weekly
473.13	Title I 4000-4999: Books And Supplies Kline Music
1000.00	LCFF - Supplemental 4000-4999: Books And Supplies Studypad Inc
4100.00	LCFF - Supplemental 4000-4999: Books And Supplies Greenfield Learning Inc

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

100% of 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
	LCFF - Supplemental 4000-4999: Books And Supplies Committee for Children

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All of the strategies and activities related to this goal were implemented with fidelity in order to achieve this articulated goal .

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

Budget was sufficient in funding the strategies and activities related to this goal.

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

No changes.

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

LEA/LCAP Goal

Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

Goal 3

Providing and supporting improvement opportunities.

Identified Need

Research shows that teacher effectiveness is the key to improving outcomes for all students. One key focus need areas lies with professional development. Teachers will have ongoing access to research-based professional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Site administrators and teachers use the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice at a rate of 100%.	Site administrators and teachers will continue using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at a rate of 100%.
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.
At least 2 Stakeholder Focus Groups will be held at each school level to maintain a "satisfactory" rating on parent, students, staff overall sense of	At least 2 Stakeholder Focus Groups are held at the school level to maintain a "satisfactory" rating on parent, students, staff overall sense of	At least 2 Stakeholder Focus Groups will be held at the school level to maintain a "satisfactory" rating on parent, students, staff overall sense of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
safety and school connectedness (SSC, ELAC, Listening Circle, etc...)	safety and school connectedness (SSC, ELAC, Listening Circle, etc...)	safety and school connectedness (SSC, ELAC, Listening Circle, etc...)
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Parents of unduplicated students are represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.
Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.	Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.	Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.

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 stakeholders.

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. 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)
45.00	Title I 5800: Professional/Consulting Services And Operating Expenditures UC Davis Mathematics Project
	Title I None Specified Release Time
21.58	Title I 4000-4999: Books And Supplies Amazon
	LCFF - Supplemental None Specified New Employee Training
	Title I 1000-1999: Certificated Personnel Salaries Extra Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All staff.

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)
2305.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures CORE
750.00	Title I None Specified Release Time
1500.00	LCFF - Supplemental None Specified Joyful Classrooms, LLC
837.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

	Bureau of Education & Research
250.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Sacramento County Office of Education
450.00	LCFF - Supplemental None Specified Release Time
24.00	Title I 5800: Professional/Consulting Services And Operating Expenditures CA Positive Outliers Research Presentation
144.00	Title I 2000-2999: Classified Personnel Salaries Extra Time - Professional Development
143.52	Title I 1000-1999: Certificated Personnel Salaries Extra Time - Professional Development
320.51	Title I 5800: Professional/Consulting Services And Operating Expenditures Farmers & Merchants Bank

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All of the strategies and activities related to this goal were implemented with fidelity in order to achieve this articulated goal .

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

Budget was sufficient in funding the strategies and activities related to this goal.

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

No changes.

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

LEA/LCAP Goal

Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

Goal 4

The school will work collaboratively with the district maintenance team to maintain high standards for our school facilities. Students will have access to 21st century learning based around strengths and interests.

Identified Need

School facilities rating will be restored to "GOOD".

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual School Facilities Inspection Tool (FIT) rating will be restored to "GOOD".	Annual school facilities rating is "Fair" based on the FIT inspection.	Annual school facilities rating will be restored to "GOOD" based on the FIT inspection.
School Williams Facilities Complaints will be maintained at ZERO (0).	School Williams Facilities Complaints is ZERO (0).	School Williams Facilities Complaints will be maintained at ZERO (0).
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 wide 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 day and as part of extended day offerings at the school site.	Student health, wellness and social-emotional well-being are prioritized during the school day and as part of extended day offerings at the school site.	Student health, wellness and social-emotional well-being will be prioritized during the school day and as part of extended day offerings at the school site.

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

School-wide wellness action plan developed with the Alliance for a Healthier Generation and Let's Move Active Schools organizations continues to be implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

199.00

Source(s)

Title I
4000-4999: Books And Supplies
Committee for Children

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

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 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)

3500.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Extra Time - After School Interest Based Clubs

488.90

Title I
4000-4999: Books And Supplies
School Outfitters

90.61

LCFF - Supplemental
4000-4999: Books And Supplies
Amazon

60.43

Title I
4000-4999: Books And Supplies

	CDW-G Inc.
917.76	Title I 4000-4999: Books And Supplies Amazon
10267.06	Title I 4000-4999: Books And Supplies Wells Fargo Vendor Fin Serv
580.86	Title I 4000-4999: Books And Supplies Troxell Communications Inc
1253.00	Title I 4000-4999: Books And Supplies ESGI
310.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation Dept
47.84	Title I 1000-1999: Certificated Personnel Salaries Extended Day Coverage

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

A five- 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)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The school has worked collaboratively with the district maintenance team to maintain high standards for our school facilities. Students have access to 21st century learning based around strengths and interests.

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

None.

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

No changes.

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	\$73,224
Total Federal Funds Provided to the School from the LEA for CSI	\$73,224
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$41,187.31

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	\$20,862.95

Subtotal of additional federal funds included for this school: \$20,862.95

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	\$20,324.36

Subtotal of state or local funds included for this school: \$20,324.36

Total of federal, state, and/or local funds for this school: \$41,187.31

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	94,520	74,195.64
Title I	64,818	43,955.05
Title I Part A: Parent Involvement	1,561	1,561.00
Title III	6,845	6,845.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	20,324.36
Title I	20,862.95

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,691.36
2000-2999: Classified Personnel Salaries	669.00
4000-4999: Books And Supplies	29,285.44
5000-5999: Services And Other Operating Expenditures	310.00
5800: Professional/Consulting Services And Operating Expenditures	3,781.51
None Specified	3,450.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00

4000-4999: Books And Supplies	LCFF - Supplemental	10,782.36
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,142.00
None Specified	LCFF - Supplemental	2,400.00
1000-1999: Certificated Personnel Salaries	Title I	191.36
2000-2999: Classified Personnel Salaries	Title I	169.00
4000-4999: Books And Supplies	Title I	18,503.08
5000-5999: Services And Other Operating Expenditures	Title I	310.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	639.51
None Specified	Title I	1,050.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,867.53
Goal 2	14,813.71
Goal 3	6,790.61
Goal 4	17,715.46

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
Sara Delgado	Parent or Community Member
Chris Woods	Parent or Community Member
Julie Jennings	Parent or Community Member
John Hall	Parent or Community Member
Alejandra Valencia	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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 December.

Attested:

Principal, Judith P Hayes on 12/13/19
SSC Chairperson, Fred Sheldon on 12/13/19

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**

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	11/13/19	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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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).

Student surveys are conducted annually for all 5th and 6th graders through the Gallup Student Poll. Information is generated to determine levels of Hope, Engagement, and Well-Being. 2018 Fall survey results indicate that 52% of the students are hopeful and 75% of the students are engaged. Teacher and parent surveys are conducted at the district level as well as the school level with focused questions on relevant issues.

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 have participated in professional development in order to ensure that all teachers are supported in the transition to Next Generation Science Standards (NGSS) and are currently participating in professional development related to ELA/ELD and mathematics curriculum.

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, English Learner Advisory Council, and School Leadership teams have all met in the fall of 2019 to review and approve the SPSA.

Resource Inequities

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

No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.6%	0.37%	0.19%	3	2	1
African American	1.5%	0.74%	0.94%	8	4	5
Asian	3.8%	3.33%	3.01%	21	18	16
Filipino	1.3%	0.74%	0.56%	7	4	3
Hispanic/Latino	43.0%	43.99%	44.36%	235	238	236
Pacific Islander	0.7%	0.92%	0.75%	4	5	4
White	45.5%	46.77%	46.43%	249	253	247
Multiple/No Response	%	%	%			
Total Enrollment				547	541	532

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	74	98	89
Grade 1	74	65	79
Grade 2	69	79	67
Grade3	71	67	87
Grade 4	67	71	72
Grade 5	96	65	68
Grade 6	96	96	70
Total Enrollment	547	541	532

Conclusions based on this data:

1. Marengo Ranch continues to face declining concerns.
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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	65	56	53	11.9%	10.4%	9.9%
Fluent English Proficient (FEP)	45	52	49	8.2%	9.6%	9.2%
Reclassified Fluent English Proficient (RFEP)	12	17	20	16.4%	26.2%	37.7%

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)

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	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.	2519.	7.29	11.70	11.27	20.83	30.85	36.62	33.33	35.11	28.17	38.54	22.34	23.94
All Grades	N/A	N/A	N/A	12.46	21.99	24.41	26.14	29.21	30.85	29.79	28.87	22.37	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	11.27	42.71	58.51	63.38	44.79	25.53	25.35
All Grades	17.93	24.74	21.69	49.24	50.17	56.27	32.83	25.09	22.03

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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
541	42.9%	10.4%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	10.4%
Homeless	2	0.4%
Socioeconomically Disadvantaged	232	42.9%
Students with Disabilities	65	12.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
American Indian	2	0.4%
Asian	18	3.3%
Filipino	4	0.7%
Hispanic	238	44.0%
Two or More Races	17	3.1%
Pacific Islander	5	0.9%
White	253	46.8%






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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Marengo Ranch shows adequate performance and growth in ELA and mathematics.
2. Chronic Absenteeism is in the green range.
3. Suspension rates are low and are in the blue 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:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.2 points above standard</p> <p>Increased 28.6 points</p> <p>285 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>28.8 points below standard</p> <p>Increased 34.5 points</p> <p>58 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>22.7 points below standard</p> <p>Increased 31.5 points</p> <p>129 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>73.9 points below standard</p> <p>Increased 16.8 points</p> <p>52 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 3 points below standard Increased 5.4 points 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.2 points below standard Increased 34.3 points 127 students	 No Performance Color 15.5 points above standard Increased 28.7 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 19.4 points above standard Increased 27.8 points 127 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.1 points below standard Increased 39.1 points 20 students	1.3 points below standard Increased 22.5 points 38 students	7.8 points above standard Increased 28.3 points 220 students

Conclusions based on this data:

1. English Learners, Hispanic, and Socioeconomically Disadvantaged students have show increases in scores, but are still below the standard.
2. Scores for students with disabilities has also increased slightly, but they remain in the orange category.
3. Materials for special education students have been purchased for ELA and math programs have been previewed for potential purchasing.

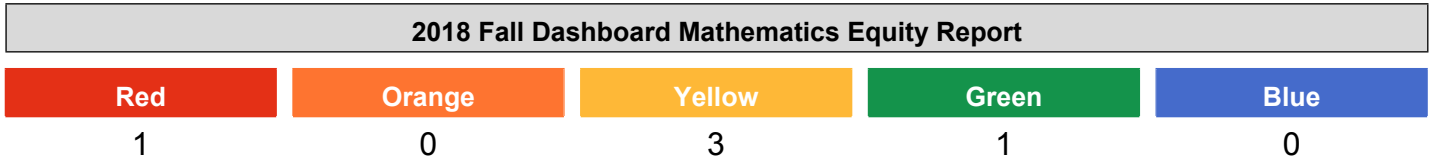
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>24.5 points below standard</p> <p>Increased</p> <p>17 points 285 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>53.3 points below standard</p> <p>Increased</p> <p>10.2 points 58 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>47.4 points below standard</p> <p>Increased</p> <p>15.5 points 129 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>98.5 points below standard</p> <p>Declined -3.9 points</p> <p>52 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 18.8 points below standard Maintained 1.7 points 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.1 points below standard Increased 17.9 points 127 students	 No Performance Color 4.7 points below standard Increased 13.9 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 10.4 points below standard Increased 13.4 points 127 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.5 points below standard Increased 27.2 points 20 students	31.6 points below standard Increased 6.6 points 38 students	16.9 points below standard Increased 18.1 points 220 students

Conclusions based on this data:

1. EL's, Hispanic, and socioeconomically disadvantaged student scores are similar to ELA and are in the yellow range. All student groups did show growth.
2. Students with disabilities showed a decline in scores and are performing in the red 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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
50	48%	26%	16%	10%

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.

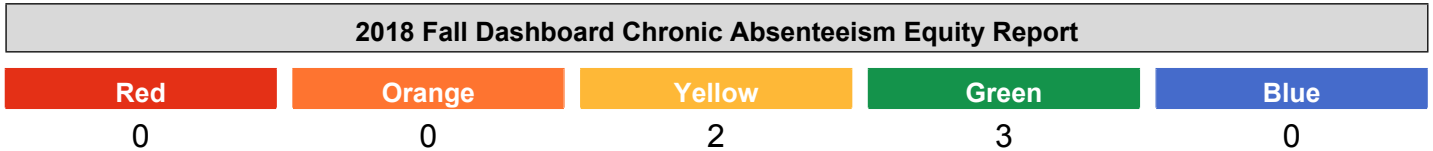
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6.3% chronically absent</p> <p>Declined 5.2%</p> <p>558 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>11.4% chronically absent</p> <p>Declined 4.5%</p> <p>70 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>14.3% chronically absent</p> <p>Increased 1.8%</p> <p>14 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.4% chronically absent</p> <p>Declined 9%</p> <p>261 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>11.8% chronically absent</p> <p>Declined 7.7%</p> <p>93 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 5.6% chronically absent Increased 1.4% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.5% chronically absent Declined 7% 245 students	 No Performance Color 11.1% chronically absent Increased 1.1% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 5.4% chronically absent Declined 4.5% 261 students

Conclusions based on this data:

1. English Learners and Students with Disabilities are in the yellow range. The percentage of students chronically absent did decline for both of these groups.
2. All other groups are scoring in the green range.
3. Chronic Absenteeism numbers continue to decline.

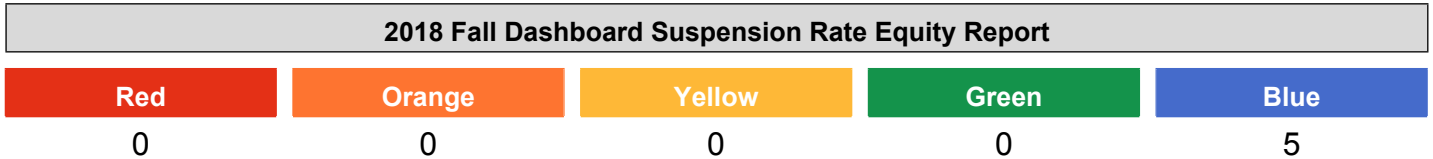
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Declined -0.9% 563 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -1.4% 71 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color 0% suspended at least once Maintained 0% 14 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Declined -1.5% 264 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Declined -4.3% 93 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -1.6% 248 students	 No Performance Color 0% suspended at least once Maintained 0% 18 students	 No Performance Color Less than 11 Students - Data 5 students	 Blue 0% suspended at least once Declined -0.4% 262 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.6% suspended at least once	0.9% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. All student demographic groups are in the blue range.

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

LEA/LCAP Goal

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.

Goal 1

Developing a Personalized Learning Plan for every learner.

Identified Need

In order to improve student performance on state and local assessments, a highly personalized learning plan is needed for every learner.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students reporting being "Hopeful/Engaged" on Gallup Student Poll will increase 5% each year.	Hopeful 52% and Engaged 75%.	A new student poll will be used next year.
Misassignments of teachers will remain at 0.	Misassignments of teachers=0	Misassignments of teachers=0
Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase 5% each year.	Students meeting/exceeding their personal growth target for Math on NWEA MAP = 51%	Students meeting/exceeding their personal growth target for Math on NWEA MAP = 56%
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Students meeting/exceeding their personal growth target for Reading on NWEA MAP = 54%	Students meeting/exceeding their personal growth target for Reading on NWEA MAP = 59%
Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP will increase 5%.	Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP = 48%	Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP = 52%
Students meeting or exceeding their grade level mean RIT in Reading on NWEA MAP will increase 5%.	Students meeting or exceeding their grade level mean RIT in Reading on NWEA MAP = 59%	Students meeting or exceeding their grade level mean RIT in Reading on NWEA MAP = 59%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino All)	Math scores increased slightly from 38.36% to 38.85% = .49% Low SES =27% SpEd = 12% EL = 0% RFEP = 28% White = 48% Latino = 30%	Increase math score to 43.85% Low SES = 32% SpEd = 17% EL = 5% RFEP = 33% White = 53% Latino = 35%
Students in grades 3-8 meeting or exceeding the state standards in ELA on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino All)	ELA scores increased from 51.20% to 55.06% = 3.86% Low SES = 38% SpEd = 24% EL = 5% RFEP = 52% White = 64% Latino = 45%	Increase score to 60.06% Low SES = 43% SpEd = 29% EL = 10% RFEP = 57% White = 69% Latino = 50%
3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5%.	3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) = 65%	3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) = 70%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase 5%.	English Learners making Annual Progress in Learning English as measured by ELPAC = New metrics being applied	English Learners making Annual Progress in Learning English as measured by ELPAC = TBD
School English Learner reclassification rate will increase by %.	English Learner reclassification rate is 21%.	Maintain English Learner reclassification rate at 20%+
School Chronic absenteeism will decrease by .5%.	Chronic absenteeism is at 6.3%	Decrease to 6.0%
School attendance will be maintained at 96% or greater.	School attendance is 95.824%	School attendance to 96%
School suspension rate will decrease by .05 % or greater.	School suspensions increased from 0 to 3.	Reinforce Positive Behavioral Intervention Systems - Decrease number of suspensions to less than 3
School expulsion rate will decrease by 0 % or greater.	0 expulsions in 2018-2019	Maintain 0 expulsions

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

3rd grade teachers work collaboratively to support reading instruction. Students who meet benchmarks are recognized with certificates each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology tools for blended and extended educational opportunities will be purchased and used in the classroom and at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

736.00

Source(s)

Title I
None Specified
ESGI

1,467.50

Title I
None Specified
Renaissance Learning (AR)

864.75

Title I
6000-6999: Capital Outlay
Doc Camera

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

Extended Day opportunities for 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)

2,000.00

Title I
1000-1999: Certificated Personnel Salaries
Extended Day

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

BIA supports EL program (students, staff, and parents) with both translation and interpretation in meetings.

Bilingual office assistant support with interpretation and translation for staff and EL families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

4,585

Title III
2000-2999: Classified Personnel Salaries
Bilingual Instructional Assistants

46,073

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Bilingual Instructional Assistants

1,358.00

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Bilingual office assistant

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

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 decrease the truancy and absenteeism rates by 1% while maintaining attendance rates of 96% or more, personalized phone calls to parents from attendance secretary Diane Smith clears absences and checks in with families on attendance issues. Administration contact with parents as well as school site incentives supports positive improvements in attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Donations

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

Clear, consistent expectations and follow through with school-wide behavior guidelines will continue to be a school focus to reduce the number of suspensions and potential expulsions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

1,077.00

Title I
None Specified
Restorative Practice Conference Registration
and sub costs.

151.55	Title I 4000-4999: Books And Supplies Behavior Manuals
1,100.00	Title I None Specified Subs for MTSS

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

Sensory materials purchased to support unique learning needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
289.74	Title I None Specified Sensory materials

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

Instructional Support:
Instructional assistants provide reading support to primary teachers in grades TK-3.
SIPPS Trainings
Materials purchased for Benchmark lessons
Teacher observations in math classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
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28,353	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
1,993.01	Title I 4000-4999: Books And Supplies Benchmark materials
600.00	Title I None Specified Teacher observations.
75.00	Title I None Specified IEP roving Sub
11,054	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
150.00	Title I 1000-1999: Certificated Personnel Salaries SIPPS Trainings

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

Subs for teacher data analysis and planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,800.01

Source(s)

Title I
None Specified
Subs for teachers

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The overall implementation of the strategies/activities are geared to meet the specific, articulated goals. Funding sources are limited though and not all areas are addressed through federal allocations.

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

Budgeted expenditures support the intended implementation of the strategies and activities.

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

No changes to the goal.

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

LEA/LCAP Goal

Goal 2: Implement California Common Core State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Goal 2

Implementing CCSS through blended and flexible learning environments.

Identified Need

To implement CCSS through blended and flexible learning environments, there is a need for professional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	100% of the students are taught with the CCSS aligned materials.	Continue to teach with aligned CCSS materials.
TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.	100% of the teachers will receive CCSS professional development.	Continue to offer professional development in ELA and math.
Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.	100% of the students have access to technological resources.	Purchase 60 additional chromebooks for students to use in classrooms.
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	K-6 students have access to music. K-4 have music curriculum and 5th and 6th graders may choose to participate in band and choir. 6th graders also have a dance exploratory class.	Continue to offer music K-6.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The school's California School Dashboard Academic Indicator for Mathematics the change will indicate "Increased" demonstrating progress towards a Status of "green".	Marengo's indicator reflects "increased" and is currently green.	Maintain increase at green or increase to blue level.
The school's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress towards a Status of "green".	Marengo's indicator reflects "increased" and is currently green.	Maintain increase at green or increase to blue level.
The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green".	Marengo's indicator reflects "increased" and is currently yellow.	The English Learner Progress Metric has changed. No color given for 2019

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

100% of all students will be taught with current adopted ELA Benchmark materials aligned with CCCSS. Some planning time is available to teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
2,145.85	Title I 4000-4999: Books And Supplies DBQ Project
3,750.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Joyful Classroom (Writing/Reading) Courses

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

100% of all students are taught CCCSS math modules developed by the New York Education Department.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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 students

Strategy/Activity

100% of all students utilize technological resources as needed in order to support academic growth.

All students have 1:1 technology resources such as chromebooks, or specialized equipment. All classrooms have wireless internet access.

Blended to extended learning environments for students are utilized throughout the day at all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

270.00

Title I
None Specified
Starfall Program

13,007.54

LCFF - Supplemental
4000-4999: Books And Supplies
Chromebooks (60)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Service learning participation will maintain at a level of 100%.

School-wide campus beautification day involves all students, staff, administration, parents, extended family members, community members.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

California Common Core Standards have been implemented in ELA and mathematics.

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

More focused professional development in both ELA and mathematics is needed.

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

No changes to the goal.

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

LEA/LCAP Goal

Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

Goal 3

Providing and supporting improvement opportunities.

Identified Need

Consistent accountability systems are needed throughout the district.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	100% of the teachers are using the current employee evaluation system.	Continue to utilize the current employee evaluation system.
Parent engagement/use of the school's Parent Portal will increase by 5%.	Parent engagement/use of the school's Parent Portal = 74%	Parent engagement/use of the school's Parent Portal = 79%
At least two 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...)	ELAC, SSC, and Site Leadership provide feedback on the SPSA.	Continue to solicit feedback from stakeholder groups.
At least 2 Stakeholder Focus Groups will be held at each school level to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school	Two stakeholder focus groups will meet with maintain a "satisfactory" rating on the safety and school connectedness.	Continue to meet with a minimum of two stakeholder groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
connectedness (SSC, ELAC, Listening Circle, etc...)		
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Parents of unduplicated students are represented at 100% of all stakeholder meetings.	Continue to promote participation for parents of unduplicated students.
Parent survey will be completed by a minimum of ___ families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.	The new parent survey will be completed by families.	Analyze results of new survey and apply information from findings.

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

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 the provision of professional development opportunities that are 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)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student information is available to all parents and students through the Illuminate Portal.

Information was provided to parents at Back to School Night.

Login and access information was sent home to parents.

Ongoing conversations with stakeholders regarding the information system takes place on a regular basis.

Spanish translations both written and verbal provided for parents via our bilingual office assistant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,358.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Translations/BOA

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

Continue to use varied avenues for student, parent, teacher feedback regarding SPSA and LCAP goal areas.

School Site Council reviews SPSA twice 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)

900.00

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Document Tracking Services

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

Instructional Assistant substitute to support continuous improvement and accountability

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
IA Substitute

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Marengo Ranch administration will continue to utilize the current evaluation tool and processes, and will also promote stakeholder input through surveys, focus groups, and meetings.

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

No differences noted.

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

No changes.

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

LEA/LCAP Goal

Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

Goal 4

The school will work collaboratively with the district maintenance team to maintain high standards for our school facilities.

Identified Need

Marengo Ranch staff will continue to work with district and outside construction crews to wrap up the renovation project.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual School Facilities Inspection Tool (FIT) rating will be restored to "GOOD".	With the current maintenance work and contracted construction project underway, the school facility inspection rating is "Fair"	Increase to "Good" rating
School Williams Facilities Complaints will be maintained at ZERO (0).	No Williams Facility complaints.	No Williams Facility complaints.

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

The school campus will maintain a rating of "good" as measured by the Facilities Inspection Tool (FIT).

Regular campus inspections by site custodial staff, site administration, and district staff will ensure that the campus facility issues are addressed and maintained.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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 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 addition to school menus exceeding federal menu guidelines, Marengo will emphasize healthy eating habits, nutritional guideline awareness, and fitness experiences for 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)

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

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)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

A five year maintenance plan has been developed to address district site needs and bond measure construction work.

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

No budget expenditures in this area.

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

No changes will be made to this goal.

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	\$62,337
Total Federal Funds Provided to the School from the LEA for CSI	\$62,337
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,158.95

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	\$52,181.41
Title I Part A: Parent Involvement	\$1,358.00
Title III	\$4,585.00

Subtotal of additional federal funds included for this school: \$58,124.41

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
Donations	\$0.00
LCFF - Supplemental	\$71,034.54
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$71,034.54

Total of federal, state, and/or local funds for this school: \$129,158.95

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	56,394	4,212.59
LCFF - Supplemental	72,179	1,144.46
Title I Part A: Parent Involvement	1,358	0.00
Title III	4,585	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Donations	0.00
LCFF - Supplemental	71,034.54
None Specified	0.00
Title I	52,181.41
Title I Part A: Parent Involvement	1,358.00
Title III	4,585.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	2,150.00
2000-2999: Classified Personnel Salaries	93,781.00
4000-4999: Books And Supplies	17,297.95
5000-5999: Services And Other Operating Expenditures	900.00
5800: Professional/Consulting Services And Operating Expenditures	3,750.00
6000-6999: Capital Outlay	864.75
None Specified	10,415.25

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Donations	0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	57,127.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,007.54
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	2,150.00
2000-2999: Classified Personnel Salaries	Title I	30,711.00
4000-4999: Books And Supplies	Title I	4,290.41
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,750.00
6000-6999: Capital Outlay	Title I	864.75
None Specified	Title I	10,415.25
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,358.00
2000-2999: Classified Personnel Salaries	Title III	4,585.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	106,727.56
Goal 2	19,173.39
Goal 3	3,258.00
Goal 4	0.00

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
Jennifer Porter	Principal
Karen Hill	Other School Staff
John Campbell	Parent or Community Member
Tahnru Mort	Parent or Community Member
KasSandra Ayer	Parent or Community Member
Lynne Fluty	Classroom Teacher
Jenne McGranahan	Classroom Teacher
Heather Wetzal	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: School Site Leadership Team

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 Wed, Nov. 13, 2019.

Attested:

Principal, Jennifer Porter on 11/13/19
SSC Chairperson, Heather Wetzel on 11/13/19

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**

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	11/12/19	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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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).

Teachers, parents, and students have multiple opportunities to provide their feedback through surveys.

Students in grades 5th and 6th took the Gallup Student Poll to determine how hopeful and engaged they are in school and life. These survey questions also measure students' entrepreneurial aspirations and career/financial literacy. This data is shared with all key stakeholders and taken into consideration when planning programs and support for our learners.

5 is the highest score:

Hope 2018/2019: 4.30/4.36

Engagement 2018/2019: 4.31/4.36

Entrepreneurial Aspirations 2018/2019: 2.34/2.48

Career/Financial Literacy 2018/2019: 3.30/3.38

U.S. Overall 2018:

Hope 4.20

Engagement 3.85

Entrepreneurial Aspirations 2.42

Career/Financial Literacy 3.28

During the spring of 2019, parents were surveyed by the school district. The results of the survey for River Oaks are as follows:

My child's school provides high quality instruction. 83% agree or strongly agree.

My child's school personalizes learning to meet my child's talents, interests, and emotional needs. 89% agree or strongly agree.

My child's school personalizes learning to meet my child's academic strengths and needs. 89% agree or strongly agree.

My child's school treats students with respect. 96% agree or strongly agree.

My child's school treats parents with respect. 96% agree or strongly agree.

My child's school communicates the importance of respecting all cultural beliefs and practices. 98% agree or strongly agree.

My child's school is a caring and inviting place for students to learn. 96% agree or strongly agree.

My child's school helps students understand the consequences of their behavior and how to make better choices. 93% agree or strongly agree.

My child's school is a safe place. 99% agree or strongly agree.

My child's school is clean and the facilities are well-maintained. 97% agree or strongly agree.

My child's school reflects classrooms and other learning spaces that support high quality instruction. 98% agree or strongly agree.

My child's school keeps me well informed about school activities. 90% agree or strongly agree.

My child's school responds to my phone calls, messages, or emails in a prompt manner. 94% agree or strongly agree.

My child's school takes parent concerns seriously. 90% agree or strongly agree.

My child's school seeks the input of parents before making program changes or decisions. 85% agree or strongly agree.

Classroom Observations

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

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 2018-2019 SPSA was shared with the School Site Counsel (SSC) on 10/22/19 and English Learner Advisory Committee (ELAC) on 11/4/19 to review previous goals, update priorities, and discuss expenditures. The 2019-2020 SPSA was presented to the River Oaks SSC on 11/12/19 for approval. The River Oaks ELAC committee reviewed and approved the 2019-2020 SPSA on 12/4/19.

Resource Inequities

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

The GJUESD is currently reviewing several math curricula for use by the district Special Education classrooms. The chosen curriculum would 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.53%	0.54%	2	3	3
African American	1.3%	1.07%	1.07%	7	6	6
Asian	2.3%	3.91%	4.83%	13	22	27
Filipino	1.6%	1.25%	1.07%	9	7	6
Hispanic/Latino	56.4%	52.31%	51.34%	315	294	287
Pacific Islander	0.2%	0.71%	0.89%	1	4	5
White	36.5%	38.26%	39.36%	204	215	220
Multiple/No Response	%	0.18%	%		1	
Total Enrollment				559	562	559

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	82	91	93
Grade 1	80	72	85
Grade 2	71	85	70
Grade3	68	70	85
Grade 4	81	74	68
Grade 5	93	83	75
Grade 6	84	87	83
Total Enrollment	559	562	559

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	99	98	103	17.7%	17.4%	18.4%
Fluent English Proficient (FEP)	81	78	69	14.5%	13.9%	12.3%
Reclassified Fluent English Proficient (RFEP)	40	24	12	31.7%	24.2%	11%

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.	2537.	33.33	36.26	22.62	30.86	37.36	30.95	25.93	16.48	23.81	9.88	9.89	22.62
All Grades	N/A	N/A	N/A	31.88	37.74	29.87	29.38	28.06	27.27	18.75	16.77	21.75	20.00	17.42	21.10

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	22.62	44.44	37.36	52.38	14.81	18.68	25.00
All Grades	36.56	39.35	27.60	44.06	38.71	49.03	19.38	21.94	23.38

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

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	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

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	*	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

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	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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
562	57.5%	17.4%	
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	98	17.4%
Homeless	9	1.6%
Socioeconomically Disadvantaged	323	57.5%
Students with Disabilities	81	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1%
American Indian	3	0.5%
Asian	22	3.9%
Filipino	7	1.2%
Hispanic	294	52.3%
Two or More Races	10	1.8%
Pacific Islander	4	0.7%
White	215	38.3%






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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

- 1.

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:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 30.6 points above standard Increased 7.2 points 302 students	<p>English Learners</p>  Yellow 7.3 points below standard Increased 5.3 points 95 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Green 6.3 points above standard Increased 6.6 points 182 students	<p>Students with Disabilities</p>  Yellow 33.2 points below standard Increased 10.9 points 49 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.5 points above standard Increased 7.2 points 167 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 60.7 points above standard Declined -3.8 points 105 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.6 points below standard Increased 16.9 points 36 students	32.6 points above standard Increased 23.2 points 59 students	46.2 points above standard Increased 3.8 points 198 students

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.

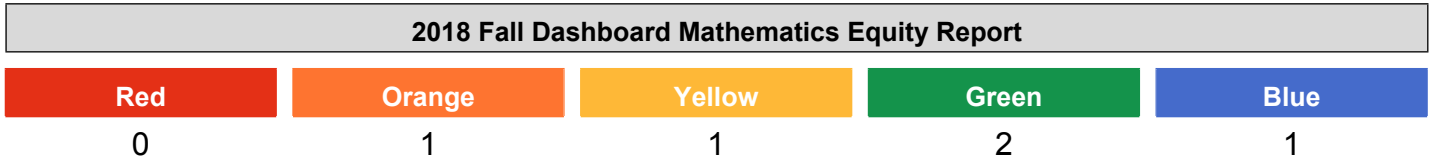
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>12.3 points above standard</p> <p>Increased 11.4 points</p> <p>301 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>27.4 points below standard</p> <p>Increased 6.5 points</p> <p>95 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>11.8 points below standard</p> <p>Increased 9.3 points</p> <p>181 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>54.8 points below standard</p> <p>Maintained -2.5 points</p> <p>49 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.5 points below standard Increased 8.4 points 166 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 49 points above standard Increased 6.6 points 105 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.6 points below standard Increased 11.1 points 36 students	4.5 points above standard Increased 22.2 points 59 students	29.5 points above standard Increased 9.9 points 197 students

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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
99	45.5%	38.4%	8.1%	8.1%

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.

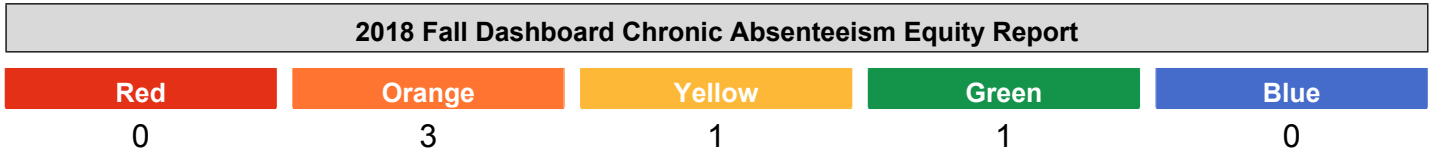
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 9.1% chronically absent Maintained 0.1% 580 students	<p>English Learners</p>  Yellow 8.9% chronically absent Maintained 0.2% 101 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Green 9.6% chronically absent Declined 1.3% 353 students	<p>Students with Disabilities</p>  Orange 15.3% chronically absent Increased 5.5% 98 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0% chronically absent Declined 7.1% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.1% chronically absent Maintained 0.1% 306 students	 No Performance Color 0% chronically absent 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 9.1% chronically absent Increased 0.6% 219 students

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.

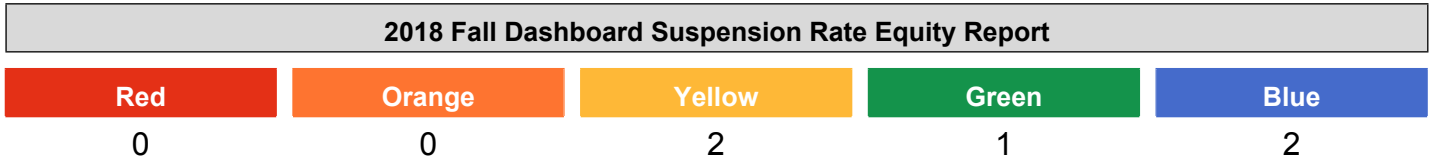
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.5% suspended at least once Maintained 0.2% 589 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 105 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 9 students	<p>Socioeconomically Disadvantaged</p>  Green 0.6% suspended at least once Maintained 0% 359 students	<p>Students with Disabilities</p>  Yellow 2% suspended at least once Maintained 0.2% 100 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Maintained 0% 25 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3% suspended at least once Declined -0.3% 312 students	 No Performance Color 0% suspended at least once 11 students	 No Performance Color Less than 11 Students - Data 4 students	 Yellow 0.9% suspended at least once Increased 0.9% 219 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.6% suspended at least once	0.3% suspended at least once	0.5% suspended at least once

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

All Subjects

LEA/LCAP Goal

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.

Goal 1

Developing a Personalized Learning Plan for every learner.

Identified Need

Based on indicators such as SBAC, less than 100% of the students meet or exceed state standards in the areas of ELA and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students reporting being "Hopeful/Engaged" on Gallup Student Poll will increase 5% each year.	In 2018, fifth and 6th graders gave scores of 4.36/5 in the areas of hope and engagement.	We will be using the CalSCHLS survey in 2019 with 5th and 6th graders.
Misassignments of teachers will remain at 0.	Misassignments of teachers will remain at 0.	Misassignment of teachers will remain at 0.
Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase 5% each year.	Based on the Winter, 2019 Math MAP scores, 56% of all 1st through 6th graders met or exceeded their growth goals.	At least 61% of all 1st through 6th graders will meet or exceed their 2020, Winter MAP math growth goals.
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Based on the Winter, 2019 Reading MAP scores, 52% of all 1st through 6th graders met or exceeded their growth goals.	At least 57% of all 1st through 6th graders will meet or exceed their 2020, Winter MAP reading growth goals.
Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP will increase 5%.	Based on the Winter, 2019 Math MAP scores, 62% of all 1st through 6th graders met or exceeded their grade level mean RIT.	At least 67% of all 1st through 6th graders will meet or exceed their grade level mean RIT scores for math on the 2020, Winter MAP assessment.
Students meeting or exceeding their grade level mean RIT in	Based on the Winter, 2019 Reading MAP scores, 58% of	At least 63% of all 1st through 6th graders will meet or exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading on NWEA MAP will increase 5%.	all 1st through 6th graders met or exceeded their grade level mean RIT.	their grade level mean RIT scores for reading on the 2020, Winter MAP assessment.
Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino All)	Based on the 2019 CAASPP data, 54% of all 3rd through 6th graders met or exceeded standards in the area of math.	At least 59% of all 3rd through 6th graders will meet or exceed state standards in the area of math on the 2020 CAASPP.
Students in grades 3-8 meeting or exceeding the state standards in ELA on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino All)	Based on the 2019 CAASPP data, 57% of all 3rd through 6th graders met or exceeded standards in the area of Reading.	At least 62% of all 3rd through 6th graders will meet or exceed state standards in the area of reading on the 2020 CAASPP.
3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 3%.	Based on the 2019 end of the year DRA data for 3rd grade, 72% of the students met or exceeded the 3rd grade Reading targets.	At least 75% of all 3rd grades will meet or exceeded the 3rd grade Reading targets based on the 2020 end of the year DRA data .
English Learners making Annual Progress in Learning English as measured by ELPAC will increase 5%.	Metrics have changed	Will be receiving baseline score
School English Learner reclassification rate will increase by 3%.	Based on ELPAC and MAP scores, 11% of the English Learners were reclassified during the 2018/2019 school year.	At least 14% of English Learners will be reclassified during the 2019/2020 school year based on ELPAC and MAP scores.
School Chronic absenteeism will decrease by 1%.	The Chronic absenteeism rate was 10.59% for the 2018/2019 school year.	The Chronic absenteeism rate for the 2019/2020 school year will be, at most, 9.59%
School attendance will be maintained at 96% or greater.	School attendance for the 2018/2019 school year was 95.182%.	School attendance will be increased to at least 96% for the 2019/2020 school year.
School suspension rate will decrease by 50% or greater.	The school suspension rate for the 2018/2019 school year was 8 (.14%).	The school suspension rate for the 2019/2020 school year will be no more than 4 (.07%)
School expulsion rate will maintain at .0%	The school expulsion rate was 0 for the 2018/2019 school year.	The school expulsion rate will remain at 0 for the 2019/2020 school year.

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

Action 1.1 and 1.2: Continue certificated TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction. Curriculum coaches and 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
150.00	Title I 0000: Unrestricted Attendance Conference Registration for SW, AP, and Secretary 1
682.20	Title I 0000: Unrestricted Registration and Subs for 2 teachers to attend training
1075.00	Title I 0000: Unrestricted Registration and lodging for teacher conferences

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

Action 1.3: Fall 2019 MAP scores will be used to set growth goals with students in reading and math. Teachers will determine if students need to make a year's growth or more than a year's growth. This data will be shared with parents in November. Progress towards meeting these goals will be shared with parents and students after the winter and spring 2020 testing windows. Teachers will determine if students met their individual growth goals based on spring 2020 MAP scores for 1st and 2nd grades and winter 2020 scores for grades 3rd-6th. Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope 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)

1,000

LCFF - Supplemental
0000: Unrestricted
Student Incentives

None Specified
None Specified

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

Action 1.4: SBAC reports will be shared with staff, students, and parents to monitor growth from 2019 to 2020.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

English Learners

Strategy/Activity

Action 1.5 and 1.6: 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
2000-2999: Classified 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

Action 1.7 and 1.8: The attendance secretary and administration will work together in using Illuminate to monitor student attendance. The district's SARB procedures will be implemented. Reward systems are in place to motivate students to attend school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

LCFF - Supplemental
0000: Unrestricted
Attendance Awards

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

Action 1.9: 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 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 1.10: We will implement our Wellness Action Plan. See attached document.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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

Action 1.11: 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 4-6 that are not reading on grade level. Intervention data will be recorded in Illuminate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

1046.75	Title I None Specified SIPPS Materials
66.60	Title I None Specified SIPPS Charts
	None Specified None Specified

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

Action 1.12: We will increase learner support in the area of math through the use of instructional assistants. All teachers will receive professional development in the area of mathematics. 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)

185.35

Source(s)

Title I
4000-4999: Books And Supplies
Math Supplemental Materials

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Based on the analysis of MAP, DRA, and CAASPP data, math, reading, and writing needs to continue to be targeted. Professional development and learner supports continue to be areas of focus.

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

None.

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

We will continue to work toward an increase in learner outcomes.

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 Subjects

LEA/LCAP Goal

Goal 2: Implement California Common Core State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Goal 2

Implementing CCSS through blended and flexible learning environments.

Identified Need

100% of all learners have not met or exceeded grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	100% of students were taught with CCSS aligned ELA/ELD, Math, and NGSS curriculum and supplemental bridge resources during the 2018/2019 school year.	100% of students will be taught with CCSS aligned ELA/ELD, Math, and NGSS curriculum and supplemental bridge resources during the 2019/2020 school year.
TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.	100% of TK-8 teachers received professional development to implement the CCSS in ELA/ELD, Math & NGSS during the 2018/2019 school year.	100% of TK-8 teachers will receive professional development to implement the CCSS in ELA/ELD, Math & NGSS during the 2019/2020 school year.
Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.	100% of the students used technological resources as needed in order to support academic growth during the 2018/2019 school year.	100% of the students will use technological resources as needed in order to support academic growth during the 2019/2020 school year.
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	100% of the students had access to courses in the Visual and Performing Arts (VAPA) during the 2018/2019 school year.	100% of the students will have access to courses in the Visual and Performing Arts (VAPA) during the 2019/2020 school year.
The school's California School Dashboard Academic Indicator	The 2018 California School Dashboard Academic Indicator	Increase in the range of "green" on the 2019 California

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
for Mathematics the change will indicate "Increased" demonstrating progress towards a Status of "green".	for Mathematics indicates a status of "green".	School Dashboard Academic Indicator for Mathematics.
The school's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress towards a Status of "green".	The 2018 California School Dashboard Academic Indicator for ELA indicates a status of "green".	Increase in the range of "green" on the 2019 California School Dashboard Academic Indicator for ELA.
The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green".	There was no California School Dashboard Academic Indicator for English Learner Progress in 2018 due to the change from the administration of the CELDT to the ELPAC.	The school's California School Dashboard Academic Indicator for English Learner Progress change will not have a color for 2019 due to change in metrics

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

Action 2.1: All staff will participate in high quality professional development opportunities for implementation of Benchmark ELA curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

None Specified
None Specified

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

Action 2.2: 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)
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

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

Action 2.3: 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)
	Title I 0000: Unrestricted NGSS Workshop
	Title I 4000-4999: Books And Supplies NGSS Supplies
	None Specified None Specified
	None Specified

None Specified

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

Action 2.4: 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
Ren Learn

1600.00

Title I
4000-4999: Books And Supplies
Discovery Education

800.00

Title I
4000-4999: Books And Supplies
Edgenuity

270.00

Title I
4000-4999: Books And Supplies
Starfall

None Specified
None Specified

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

Action 2.5: All students will participate in at least one service learning activity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 1st through 3rd grade students

Strategy/Activity

Action 2.6: All 1st thru 3rd grade students will receive SIPPS reading 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)

3000.00

Source(s)

None Specified
None Specified

Title I
2000-2999: Classified Personnel Salaries
IA Extra Time

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not meeting grade level standards

Strategy/Activity

Action 2.7: 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)

7000.00

3000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extended Day

Title I
1000-1999: Certificated Personnel Salaries
Extended Day

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Professional development in the areas of Math, ELA/ELD, and NGSS will continue during monthly learning events. All students will continue to have access to chrome books for learning support and enrichment.

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

None

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

None

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 Subjects

LEA/LCAP Goal

Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

Goal 3

Providing and supporting improvement opportunities.

Identified Need

Continuous improvement is critical to improving student achievement. Increasing Parent involvement is also a critical component.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Site administrators and teachers used the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice was maintained at 100%.	Site administrators and teachers will use the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.
Parent registration on the school's Parent Portal will increase by 5%.	51% of parents registered on the school's Parent Portal.	56% of parents will register on the school's Parent Portal.
At least 6 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...)	6 opportunities for stakeholder participation and involvement in the school's SPSA process to provide feedback were provided by the district in both English and Spanish. (ELAC, SSC, Leadership, etc...)	At least 6 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...)
At least 2 Stakeholder Focus Groups will be held at each school level to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school	3 Stakeholder Focus Groups were held at the school level to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school connectedness. (SSC, ELAC, Listening Circle, etc...)	At least 3 Stakeholder Focus Groups will be held at the school level to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
connectedness (SSC, ELAC, Listening Circle, etc...)		connectedness (SSC, ELAC, Listening Circle, etc...)
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Parents of unduplicated students were represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.
Parent survey will be completed by a minimum of 75 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.	Parent survey was completed by 70 families with an overall response of 82.86% of responses indicating Agree/Strongly Agree that the school provides high quality instruction for their child.	Parent survey will be completed by 75 families with an overall response of 87.86% of responses indicating Agree/Strongly Agree that the school provides high quality instruction for their child.

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

Action 3.1: Educator growth plans and classroom observations will be completed as determined by the current evaluation system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

577.80

Source(s)

Title I
0000: Unrestricted
Subs for Professional Growth Plan subs

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

Action 3.2 and 3.3: Illuminate 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 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 3.4: 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 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Title I
0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

100% of all educators were evaluated following the current evaluation system.

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

None

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

None

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 Students

LEA/LCAP Goal

Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

Goal 4

The school will work collaboratively with the district maintenance team to maintain high standards for our school facilities.

Identified Need

Student performance is optimized when facilities are safe, clean and equipped for 21st century learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual School Facilities Inspection Tool (FIT) rating will be restored to "GOOD".	Annual School Facilities Inspection Tool (FIT) rating was "AVERAGE"	The FIT rating will be restored to "Good".
School Williams Facilities Complaints will be maintained at ZERO (0).	School Williams Facilities Complaints was maintained at ZERO (0)	School Williams Facilities Complaints will be maintained at ZERO (0)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 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)

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

Action 4.3: Wellness Committee will meet each trimester to monitor our 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)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to budgetary concerns, facility updating was postponed until 2020. Once the projected work is complete, River Oaks should receive a FIT rating of "GOOD".

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

None

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

None

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	\$87,136
Total Federal Funds Provided to the School from the LEA for CSI	\$87,136
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$168,723.70

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	\$61,571.70
Title I Part A: Parent Involvement	\$750.00
Title III	\$7,816.00

Subtotal of additional federal funds included for this school: \$70,137.70

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	\$98,586.00

Subtotal of state or local funds included for this school: \$98,586.00

Total of federal, state, and/or local funds for this school: \$168,723.70

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	107,288	8,702.00
Title I Part A: Parent Involvement	1,865	1,115.00
Title I	77,455	15,883.30
Title III	7,816	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	98,586.00
Title I	61,571.70
Title I Part A: Parent Involvement	750.00
Title III	7,816.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,485.00
1000-1999: Certificated Personnel Salaries	10,750.00
2000-2999: Classified Personnel Salaries	141,608.00
4000-4999: Books And Supplies	9,767.35
None Specified	1,113.35

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF - Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	88,674.00

4000-4999: Books And Supplies	LCFF - Supplemental	6,912.00
0000: Unrestricted	Title I	2,485.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I	45,118.00
4000-4999: Books And Supplies	Title I	2,855.35
None Specified	Title I	1,113.35
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	145,563.90
Goal 2	22,582.00
Goal 3	577.80

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Donna Gill	Principal
Jenny Culp	Other School Staff
Katey Garibaldi	Classroom Teacher
Donna Mullins	Classroom Teacher
Annette Ferrante	Parent or Community Member
Carmela Baker	Parent or Community Member
Cristina Gutierrez	Parent or Community Member
Maria West	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

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 12, 2019.

Attested:

Principal, Donna Gill on 11/12/19

SSC Chairperson, Maria West on 11/12/19

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2019-20



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		

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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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).

Student Survey: The results of the most recent Gallup Student Survey in 2018 shows some declines in two areas, but still positive trends for Valley Oaks. There were four (4) categories in which our students were surveyed: 1) Hope, 2) Engagement, 3) Entrepreneurial Aspiration, and 4) Career/Financial Literacy. In the last two categories, students maintained or showed increased positive responses from 2017. This means that there is an increase of students at Valley Oaks who have aspirations of entrepreneurship, and who have attitudes and behaviors needed for healthy participation in the economy. In the areas of 1) Hope and 2) Engagement, student responses, while showing small declines, still outperformed the district and the country. In general, they have hope themselves and their future, and are engaged in their learning more than other students who were surveyed in Galt and around the country. In Spring 2019, we conducted Student Listening Circles and the results of that indicated that students have interest in expanding the following areas: 1) More Teacher Contact, 2) Reading Time and Resources, 3) Positive Relationship Building, 4) Having a variety of Resources and Strategies for Challenge/Rigor, 5) and More Practice and Club Access.

Parent Survey: The most recent surveys conducted in February 2019 revealed very positive aspects of parent sentiment toward Valley Oaks: Over 90% of parents agreed/strongly agreed that Valley Oaks 1) treats parents with respect, 2) treats students with respect, 3) Is a caring and inviting place for students to learn, 4) Keeps parents well-informed about school activities, and that 5) Valley Oaks responds to my phone calls, messages, or email in a prompt manner. Over 80% of parents agreed/strongly agreed that Valley Oaks 1) Provides high-quality instruction, 2) Offers personalized academic learning, 3) Respects cultural beliefs, 4) Teaches students to understand the consequences of their choices, 5) Is clean and facilities are well-maintained, 6) Reflects classrooms and other learning spaces that support high quality instruction, and that 7) Valley Oaks takes parent concerns seriously. The question with the lowest score, with 72% of parents agreeing/strongly agreeing that Valley Oaks seeks the input of parents before making school changes.

Teacher Survey: Teachers meet with the Site Administration in the beginning of the school year. These discussions or surveys serve the purpose of finding out areas of strength of teachers, areas where teachers feel like they want to improve, and for teachers to give suggestions on how to improve the school facilities, the school culture, student achievement, and teacher effectiveness. The results of these surveys show that in general, Valley Oaks teachers embrace the Common Core State Standards (CCSS) and see them as vital to student growth and achievement, appreciate and desire the Professional Development opportunities provided by the district - in all content areas, want to increase their use of purposeful educational technology in the classroom and desire to get more training/professional development in that area, desire to continue to learn more about and implement effective teaching strategies throughout the day (Integrated ELD) and during Designated ELD (English Language Development). Additionally, the discussions show that Valley Oaks teachers take pride in the facilities of their school and desire that it be maintained properly both outside (grounds) and inside, with functioning equipment (HVAC, Technology), so that attention can be focused on instruction. The surveys also indicate that Valley Oaks teachers are desirous to increase student achievement through improvement to their own teaching effectiveness and implementation of training opportunities. Furthermore, teachers have indicated an appreciation for the new ELA/ELD curricular materials that align with the CCSS. Additionally, teachers indicated that

"refreshers" in early reading (SIPPS) and staff development in the area of Writing would be very beneficial.

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 pilot Teacher Self-Evaluation Model is being used again this year 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 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 for 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 new 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 will be 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.

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 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 the practice of reading.

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)

Engage New York/Eureka Math (CCSS) materials are provided by the school district for all students in grades K-5, and Illustrative Math in grade 6. For ELA, the school district and Valley Oaks is in the third year of implementation of Common Core Standards-based English Language Arts materials, using Benchmark 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 Grade 6 using Illustrative Math curriculum and Grade 5 using Gooru, as an online supplemental instruction piece. All teachers are using the Benchmark ELA/ELD adoption during 2019-2020. 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 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, 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 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. Teachers are participating in professional learning to implement the new resources. The district is purchasing a supplemental math curriculum in 2019-20 with professional learning scheduled for the spring of 2020.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.18%	0.34%	1	1	2
African American	0.2%	0.18%	0.86%	1	1	5
Asian	1.1%	0.71%	0.69%	6	4	4
Filipino	0.5%	0.88%	0.17%	3	5	1
Hispanic/Latino	86.1%	86.77%	83.36%	478	492	486
Pacific Islander	0.7%	0.71%	0.86%	4	4	5
White	10.8%	10.23%	13.55%	60	58	79
Multiple/No Response	%	%	%			
Total Enrollment				555	567	583

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	75	90	86
Grade 1	57	81	87
Grade 2	75	65	82
Grade3	81	80	66
Grade 4	97	78	81
Grade 5	74	96	85
Grade 6	96	77	96
Total Enrollment	555	567	583

Conclusions based on this data:

1. The vast majority of the students at Valley Oaks are Hispanic/Latino.
2. Enrollment at Valley Oaks increased each year over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	311	321	293	56.0%	56.6%	50.2%
Fluent English Proficient (FEP)	73	69	83	13.2%	12.2%	14.2%
Reclassified Fluent English Proficient (RFEP)	19	20	51	6.0%	6.4%	8.7%

Conclusions based on this data:

1. The number and percentage of English Learners decreased from 17/18 to 18/19.
2. The number and percentage of Fluent English Proficient students increased from 17/18 to 18/19.
3. The number and percentage of Reclassified Fluent English Proficient students increased from 17/18 to 18/19.

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.	2489.	6.59	8.75	6.12	17.58	20.00	25.51	35.16	35.00	32.65	40.66	36.25	35.71
All Grades	N/A	N/A	N/A	8.33	8.92	13.81	17.26	21.23	23.12	25.89	27.38	28.23	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	7.14	45.05	46.25	47.96	45.05	42.50	44.90
All Grades	10.42	9.57	11.71	41.07	43.83	54.05	48.51	46.60	34.23

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)

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	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

* 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	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

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	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

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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
567	84.8%	56.6%	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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	321	56.6%
Foster Youth	1	0.2%
Homeless	29	5.1%
Socioeconomically Disadvantaged	481	84.8%
Students with Disabilities	81	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	1	0.2%
Asian	4	0.7%
Filipino	5	0.9%
Hispanic	492	86.8%
Two or More Races	2	0.4%
Pacific Islander	4	0.7%
White	58	10.2%






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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Immediate improvements can be made to the Suspension Rate to improve.
2. Mathematics is an area where improvement is needed.
3. Chronic Absenteeism is an area where improvement is needed.

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:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 50.7 points below standard Increased 8.3 points 309 students	<p>English Learners</p>  Yellow 63.6 points below standard Increased 9.6 points 201 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 83.2 points below standard Declined -20.2 points 15 students	<p>Socioeconomically Disadvantaged</p>  Yellow 53.3 points below standard Increased 10.3 points 273 students	<p>Students with Disabilities</p>  Red 129.7 points below standard Maintained -0.7 points 60 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 55.1 points below standard Increased 10.4 points 274 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 35.9 points below standard Declined -5.2 points 26 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.2 points below standard Increased 17.3 points 128 students	15.3 points below standard Declined -18.3 points 73 students	40.8 points below standard Maintained -2.1 points 93 students

Conclusions based on this data:

1. Four out of our five significant student groups increased in ELA scores from 2017 to 2018.
2. The Students with Disabilities student group maintained their ELA scores from 2017 to 2018, but were in the red range.
3. Our Current English Learner group increased in ELA scores from 2017 to 2018, while our English Only group maintained their ELA scores.

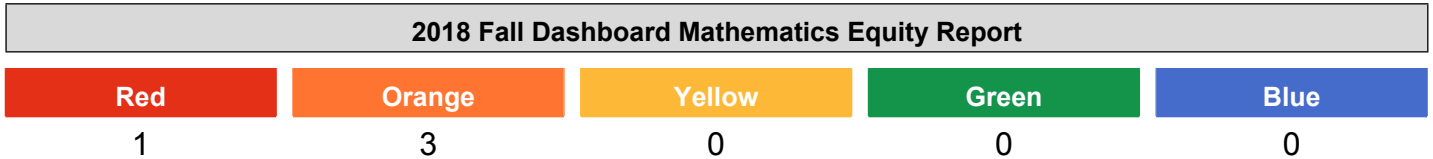
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 61.8 points below standard Maintained 2.7 points 310 students	<p>English Learners</p>  Orange 71.2 points below standard Maintained -1.9 points 202 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 87.2 points below standard Declined -16.7 points 15 students	<p>Socioeconomically Disadvantaged</p>  Orange 63.1 points below standard Maintained 2.8 points 274 students	<p>Students with Disabilities</p>  Red 125.1 points below standard Declined -10 points 60 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.5 points below standard Maintained 1.6 points 275 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 36.4 points below standard Increased 16.2 points 26 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83 points below standard Increased 8.8 points 129 students	50.3 points below standard Declined -29.6 points 73 students	59 points below standard Increased 3.7 points 93 students

Conclusions based on this data:

1. Three out of the five student groups (All Students, Socioeconomically Disadvantaged, and Hispanic) all showed small growth and maintained in the Orange category.
2. The English Learner group declined slightly, but also maintained in the Orange category.
3. The Students with Disabilities group declined and is in the Red category.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
295	38.3%	37.3%	14.9%	9.5%

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.

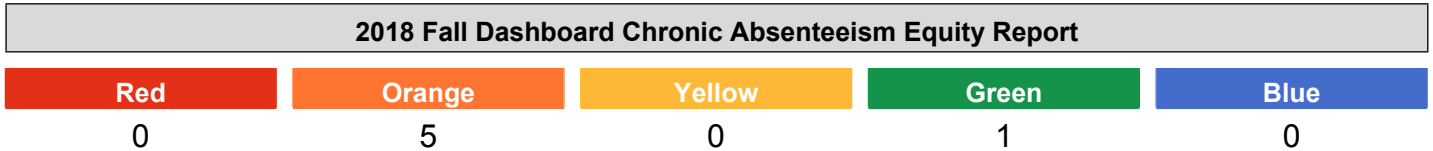
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.2% chronically absent Increased 1.6% 597 students	<p>English Learners</p>  Green 7.2% chronically absent Declined 1% 335 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  Orange 8.1% chronically absent Increased 0.6% 37 students	<p>Socioeconomically Disadvantaged</p>  Orange 10.6% chronically absent Increased 1% 526 students	<p>Students with Disabilities</p>  Orange 14% chronically absent Increased 5.7% 93 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.3% chronically absent Increased 0.9% 513 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 19.4% chronically absent Increased 10.2% 67 students

Conclusions based on this data:

1. Five out of the six Student Groups scored in the Orange category.
2. There were slight increases in Chronic Absenteeism in our Hispanic, Homeless, and Socioeconomically Disadvantaged Student Groups and there were larger increases in Chronic Absenteeism in our White and Students with Disabilities Student Groups and there is a need for improvement in these Student Groups.
3. There was a decrease in Chronic Absenteeism in our English Learner Student Group.

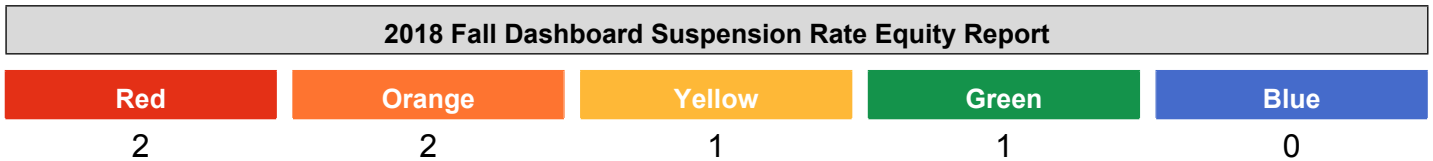
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 3.6% suspended at least once Increased 1.1% 609 students	<p>English Learners</p>  Yellow 1.8% suspended at least once Maintained -0.1% 339 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  Green 2.6% suspended at least once Declined -0.9% 39 students	<p>Socioeconomically Disadvantaged</p>  Orange 3.7% suspended at least once Increased 1.3% 534 students	<p>Students with Disabilities</p>  Red 7.5% suspended at least once Increased 0.7% 93 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.3% suspended at least once Increased 0.7% 520 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 4 students	 Red 7% suspended at least once Increased 4.2% 71 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.9% suspended at least once	2.5% suspended at least once	3.6% suspended at least once

Conclusions based on this data:

1. Two of the six Student Groups (White, Students with Disabilities) scored in the Red category with 7% of each group being suspended at least once and two other Student Groups (Hispanic and Socioeconomically Disadvantaged) score in the Orange category with over 3% of each group being suspended at least once.
2. Our English Learner (yellow) and Homeless (green) Student Groups each showed slight improvement in the % of students suspended at least once.
3. Reducing the number of student suspensions will lead to changes in Performance Categories (colors).

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 Subjects

LEA/LCAP Goal

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.

Goal 1

Personalized learning plans will be developed collaboratively by students, teachers, parents, and administration that will help inform the instructional plan developed for each student to meet their academic growth and social/emotional needs.

Identified Need

According to our Measures of Academic Progress (MAP), less than 50% of students met their personalized growth target in the area of reading and less than 47% of the students met their personal goal in math.

The CAASPP English Language Arts/Literacy and Math percentages of students who meet or exceed standards increased for the 4th year in a row, yet is lower than the state average; 37% ELA/Literacy and 31% Math.

Current district reclassification rate of English Learners, as measured by California English Language Development Test (CELDT), is 10% (lower than the state average).

Based district analysis of chronic absences, the Average Daily Attendance is 95% while chronic absenteeism is at 14.2%

District indicators of positive learning environments, which include suspension rates is 2.95%

Local reading assessments, District Reading Assessments (DRAs) Fall 2019 show 69% of third grade students met set criteria. The goal is for ALL students to meet the criteria.

The 2018-2019 Gallup Student Poll "Engaged Today-Ready for Tomorrow" results in grades 5-6 reflect 42% of students reported being "Hopeful" and 61% reported being "Engaged" - a slight drop from the prior year.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Students reporting being "Hopeful/Engaged" on Gallup Student Poll will increase 5% each year.

Students reporting being "Hopeful/Engaged" declined slightly from last year. Hopeful

We have changed to the Cal School Survey. This new poll will be used.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	from 4.43 to 4.30, Engaged from 4.30 to 4.12.	
Misassignments of teachers will remain at 0.	Misassignments of teachers = 0	Misassignments of teachers = 0
Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase 5% each year.	Students meeting/exceeding their personal growth target for MAP Math = 46%	Students meeting/exceeding their personal growth for MAP Math = 51%
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Students meeting/exceeding their personal growth target for MAP Reading = 49%	Students meeting/exceeding their personal growth for MAP Reading = 54%
Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP will increase 5%.	Students meeting/exceeding their grade level mean RIT in Math on NWEA (as measured by "SBAC Projected Proficiency" is: 31%	Students meeting/exceeding their grade level mean RIT in Math on NWEA (as measured by "SBAC Projected Proficiency" will be: 36%
Students meeting or exceeding their grade level mean RIT in Reading on NWEA MAP will increase 5%.	Students meeting/exceeding their grade level mean RIT in Reading on NWEA (as measured by "SBAC Projected Proficiency" is: 42%	Students meeting/exceeding their grade level mean RIT in Reading on NWEA (as measured by "SBAC Projected Proficiency" will be: 45%
Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino All)	Students meeting/exceeding the state standard in CAASPP Math was: All Students: 31% Hispanic/Latino: 27% White: 48% Economically Disadvantaged: 28% English Learners: 19% Reclassified Fluent English Proficient (RFEP): 41% Students with Disabilities: 7%	Students meeting/exceeding the state standard in CAASPP Math will be: All Students: 36% Hispanic/Latino: 32% White: 53% Economically Disadvantaged: 33% English Learners: 24% Reclassified Fluent English Proficient (RFEP): 46% Students with Disabilities: 12%
Students in grades 3-8 meeting or exceeding the state standards in ELA on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino All)	Students meeting/exceeding the state standard in CAASPP ELA/Literacy was: All Students: 37% Hispanic/Latino: 34% White: 52% Economically Disadvantaged: 35% English Learners: 20% Reclassified Fluent English Proficient (RFEP): 56% Students with Disabilities: 14%	Students meeting/exceeding the state standard in CAASPP ELA/Literacy will be: All Students: 42% Hispanic/Latino: 39% White: 57% Economically Disadvantaged: 40% English Learners: 25% Reclassified Fluent English Proficient (RFEP): 61% Students with Disabilities: 19%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5%.	3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) is: 69%	3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will be: 74%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase 5%.	English Learners scoring at Level 3/Level 4 in Overall Language of the ELPAC is: 64.5%	English Learners scoring at Level 3/Level of in Overall Language of the ELPAC will be: 69.5%
School English Learner reclassification rate will increase by 2%.	School English Learner reclassification rate is: 10%	School English Learner reclassification rate to be: 12%
School Chronic absenteeism will decrease by 4%.	School Chronic Absenteeism rate is: 14.2%	School Chronic Absenteeism rate will be: 10.2%
School attendance will be maintained at 96% or greater.	School Attendance Rate is: 95.08%	School Attendance Rate will be: 96%
School suspension rate will decrease by 1% or greater.	School Suspension Rate is: 2.95%	School Suspension Rate will be: 1.95%
School expulsion rate will maintain at 0%.	School expulsion rate is at 0%	School expulsion rate will be at 0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 1.1: Continue certificated Gen. Ed. TK-6 staffing to implement high quality TK-3 reading instruction with class size reduction and support special education teachers by providing access to district-level IEP training and support, as well as any county trainings or private workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

	Workshops/Conferences Costs
2100	Title I 1000-1999: Certificated Personnel Salaries CSR Overages in Kinder (due to TK class size)
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)

All Students

Strategy/Activity

Strategy 1.2: Fall 2019 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 Winter 2020 assessment. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Fall 2019 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

Strategy 1.3: 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)

No Funding Cost

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 1.4: 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)
500	Title I 1000-1999: Certificated Personnel Salaries Release Time for Training with EL Coach
500	Title I 1000-1999: Certificated Personnel Salaries Release Time for ELD planning
1000	Title I 4000-4999: Books And Supplies ELA/ELD Instructional Materials / Technology
90,019	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
19,712	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
56,310	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
73,668	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
4500	LCFF - Supplemental 4000-4999: Books And Supplies School/Classroom/Student Supplies and/or Materials
5000	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants - Substitute(s)
1919	Title I 4000-4999: Books And Supplies School/Classroom/Student Supplies and/or Materials

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

Strategy 1.5: 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)

750

Title I
4000-4999: Books And Supplies
Student Awards/Incentives

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

Strategy 1.6: 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)
200	Title I 4000-4999: Books And Supplies Yard Supervisor Training / Materials
2000	Title I 4000-4999: Books And Supplies Student Incentives/Awards - Social/Emotional
6000	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
1000	LCFF - Supplemental 4000-4999: Books And Supplies Supplies/Materials for Safe School Ambassadors Trainings/Family Meetings
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes/Extra Time for Safe School Ambassador Training/Implementation
1500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies for use with students in Social/Emotional situations

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

Strategy 1.7: In order to help all students be more physically fit, 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)

1000

Title I
4000-4999: Books And Supplies
Recess Equipment

Site Formula Funds
4000-4999: Books And Supplies
Fitness Equipment, Technology, and Supplies

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 1.8: 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)
800	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques
1200	Title I 4000-4999: Books And Supplies SIPPS Materials (3rd Edition)
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Support (Ext. Day)
750	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 (Ext. Day)
1500	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training/Substitutes for Teachers

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, looking at the implementation of the strategies/activities (actions) from last year, it can be stated that because we made significant growth in ELA, in Mathematics, as noted in the CAASPP SBAC Assessment and we decreased our Suspension Rate, most of the strategies that were implemented in 18-19 were effective. It could be stated that the strategies worked and if we can keep up implementing the strategies with the same type of fidelity, we will continue to see effective growth.

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

There were no major differences between the intended implementation and/or the budget expenditures to implement the strategies/activities (actions) to meet our goal. As a matter of fact, there was little carryover in funds (funds not spent) from the budgeted expenditures.

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

As a result of the analysis of the data, the changes made to the goal come in the form of looking at new metrics and annual outcomes. A change to focus more on and collect data on areas such as meeting MAP Growth goals, meeting grade level MAP RIT scores, and improving Chronic Absenteeism are reflected in the expenditures being made to meet the new goals. Our school has shown some clear and significant growth, both in Reading and in Math, over the last four years. We are still not where we want to be, in terms of percentage of students meeting/exceeding standards in either area, which is why we have dedicated the funds and personnel to continue to show growth and movement toward meeting/exceeding the state average. Because we feel the strategies/activities implemented had the desired growth effect in our students, we will continue implementing them.

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 Subjects

LEA/LCAP Goal

Goal 2: Implement California Common Core State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Goal 2

Implement Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) through blended and flexible learning environments: school, visual/performing arts, outdoors, community, and virtual.

Identified Need

According to the 2018 California School Dashboard Academic Indicators (colors), our "color" for Math was orange. Our color for ELA was yellow. In 2019, the California School Dashboard Academic Indicators indicated our color for Math improved to yellow, and, even with improved scores, our color for ELA was yellow. As the goal is progress toward a status of "green", continuous improvement is a need.

According to the 2018 California School Dashboard Academic Indicators for English Learner Progress, while there are no colors given yet, the figures show 43.5% of EL students making progress. Because over half of our students are English Learners, this is an identified area of need for improvement.

Next Generation Science Standards are the basis on which our students will be expected to demonstrate knowledge of science. While we have not yet been given scores of our new annual standardized science test, the CAST, we know there is a need to teach all students, not just the fifth grade students who take the CAST, the NGSS standards. Science needs to be a regular and important part of their instruction and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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, and NGSS curriculum and supplemental bridge resources.	100% of students will be taught with CCSS aligned ELA/ELD, Math, and NGSS curriculum and supplemental bridge resources.
TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.	100% of TK-6 teachers have received professional development to implement the CCSS in ELA/ELD, Math, and NGSS.	100% of TK-6 teachers will have received professional development to implement the CCSS in ELA/ELD, Math, and NGSS.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.	100% of students utilize a multitude of technological resources to support academic growth.	100% of students will continue to utilize a multitude of technological resources to support academic growth.
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	<p>100% of students participated in Visual/Performing Arts opportunities in their classrooms and/or in after school programs/clubs.</p> <p>All students participated in the school's Annual Art Show.</p> <p>3rd and 4th grade students participated in Sac Metro Arts Resident Artist Visual Arts program.</p> <p>K-3rd grade students had option of participating in after-school club: ballet.</p>	<p>100% of students will continue to participate in Visual/Performing Arts opportunities in their classrooms and/or in after-school programs/clubs.</p> <p>All students will participate in the school's Annual Art Show.</p> <p>4th grade students will participate in Sac Metro Arts Resident Artist: Visual Arts program.</p> <p>5th-6th grade students will have option of participating in after school club: theater (Sac Metro Arts Resident Artist: Performing Arts program)</p>
The school's California School Dashboard Academic Indicator for Mathematics the change will indicate "Increased" demonstrating progress towards a Status of "green".	Valley Oaks students made growth in % of students achieving Met/Exceeds Standards in Mathematics. On the Dashboard, this was a growth of 12 points, which increased status from Orange to Yellow.	Valley Oaks students will make 5% growth in students achieving Met/Exceeds Standards in Mathematics. On the dashboard, this will show a growth in points and maintain status at Yellow.
The school's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress towards a Status of "green".	Valley Oaks students made growth in % of students achieving Met/Exceeds Standards in ELA. On the Dashboard, this was a growth of 20.3 points, which increased maintained status at Yellow.	Valley Oaks students will make 5% growth in students achieving Met/Exceeds Standards in ELA. On the dashboard, this will show a growth in points and maintain status at Yellow.
The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green".	Current Dashboard indicators show 43.5% of students making progress. No colors have been given as of yet.	The metrics have changed. No dashboard color will be given in 2019-20

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

Strategy 2.1: 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)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Supplemental/Additional CCSS curriculum

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

Strategy 2.2: All Valley Oaks students (K-5) will be taught using the Eureka Math / Engage NY materials. 6th Grade will be taught utilizing the Illustrative Math (IM) curriculum.

5th 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 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 2.3: 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 curriculum coach 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 2019-2020 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)

1000

Title I
4000-4999: Books And Supplies
Student supplies for Science

1020

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Science Night

500

Title I
4000-4999: Books And Supplies
Mystery Science Membership

2500

Title I
5000-5999: Services And Other Operating
Expenditures
Transportation costs to Starbase

800

Title I
1000-1999: Certificated Personnel Salaries

	Substitute for 6th Grade Science Education Camp
500	Title I 2000-2999: Classified Personnel Salaries Transportation costs to Sly Park Science Education Center

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 2.4: 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), Compass Odyssey, Lexia, Reading Plus, 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)
5200	Title I

	4000-4999: Books And Supplies Reading Plus License
1750	Title I 4000-4999: Books And Supplies Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters
2000	Title I 4000-4999: Books And Supplies Instructional Technology Materials (Software/Hardware)
6000	Title I 4000-4999: Books And Supplies Technology maintenance, upgrades, and improvements (Hardware)

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

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)

200

Source(s)

Title I
4000-4999: Books And Supplies
Materials to be used during Service Learning
Projects

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

Strategy 2.6: 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)
5000	Title I 4000-4999: Books And Supplies Literary Resources (Scholastic News, Leveled Readers, Library Books, etc.)
814	LCFF - Supplemental 4000-4999: Books And Supplies Literary Resources (Leveled Readers, Library Books, etc.)

Strategy/Activity 7

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

Strategy 2.7: 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 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 2.8: 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 multiple clubs, after-school, through the BFLC.
1500	Title I 1000-1999: Certificated Personnel Salaries Teacher pay for Makerspace Club
500	Title I 2000-2999: Classified Personnel Salaries IA in Makerspace Club

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 4th Grade students, 5th-6th Grade students

Strategy/Activity

Strategy 2.9: 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)
2700	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract for Teaching Artist Residencies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

As with the previous goal, because we made significant growth in ELA and Math on the CAASPP SBAC test, many of the strategies/activities that we implemented last year would be considered effective.

The implementation of multiple blended learning opportunities, both during the school day and after, has not only been appreciated by the students, but it may be effective in helping them grow in the areas of science, VAPA, and even Service Learning. While some of these areas cannot be measured by a standardized test, we may be able to state that our ability to create these opportunities for ALL of our students is helping us close the achievement gap.

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

Similar to the previous goal, there were no major differences between the intended implementation and/or the budget expenditures to implement the strategies/activities (actions) to meet our goal. As a matter of fact, there was little carryover in funds (funds not spent) from the budgeted expenditures.

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

In this year's SPSA, we have added some strategies/activities to this goal - in the areas of Science and VAPA to help engage the students even more and give them a more vast and varied experience in those areas. Additional funds are being spent in the area of web-based personalized learning programs because the cost of those programs increases each year. However, polling of the staff and students indicate that both teachers and students feel the programs are helpful and provide the personalized support that each student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All Subjects

LEA/LCAP Goal

Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

Goal 3

Providing and supporting improvement opportunities for educators. Students, staff, parents, and community will continue to have opportunities to give input as it relates to district and site goals.

Identified Need

Current parent use of the school's Parent Portal is just 34%. This falls below our expectation and goals for parent involvement.

We currently have parents attending most of the stakeholder meetings at the school and district level. However, we do have a need for more parents to be involved at district-level meetings like DAC. We need parents at all stakeholder meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	All teachers and site administrators use the current employee evaluation system to develop and reflect upon their professional growth goals.	All teachers and site administrators use the current employee evaluation system to develop and reflect upon their professional growth goals.
Parent engagement/use of the school's Parent Portal will increase by 5%.	Current parent engagement/use of the school's Parent Portal is 34%	Parent engagement/use of the school's Parent Portal will increase to 39%
At least 3 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...)	Three opportunities are currently given for stakeholder (staff, parents, etc.) involvement in our school's SPSA process to provide feedback: <ul style="list-style-type: none"> • SSC • ELAC • Leadership Team 	Three opportunities will continue to be given for stakeholder involvement in our school's SPSA process to provide feedback: <ul style="list-style-type: none"> • SSC • ELAC • Leadership Team

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>At least 2 Stakeholder Focus Groups will be held at each school level to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school connectedness (SSC, ELAC, Listening Circle, etc...)</p>	<p>Three Stakeholder Focus groups are currently provided to give feedback on sense of safety and school connectedness:</p> <ul style="list-style-type: none"> • SSC • ELAC • Listening Circle 	<p>Three Stakeholder Focus groups will continue to be provided to give feedback on sense of safety and school connectedness:</p> <ul style="list-style-type: none"> • SSC • ELAC • Listening Circle
<p>Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.</p>	<p>VO Parents regularly attend most stakeholder meetings (SSC, ELAC, DELAC, Listening Circles, surveys). DAC meetings have less than 100% participation from parents.</p>	<p>VO Parents will attend 100% of all stakeholder meetings, including DAC meetings.</p>
<p>Parent survey will be completed by a minimum of 100 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree, where applicable.</p>	<p>Parent surveys were completed by 106 families. The following is their overall response % of Agree/Strongly Agree:</p> <p>High Quality Instruction 89% Personalized Learning (interests) 78% Personalized Learning (academic) 80% Respect Students 93% Respect Parents 97% Respect Cultural Beliefs 81% Caring and Inviting Environment 92% Students Understanding of Consequences 84% Believe School is Safe 92% School is Well-Maintained 82% High Quality Classroom 85% Parents Well-Informed about Activities 94% Return Communication Promptly 92% Parental Concerns Seriously 85% Parental Input on School Changes 72%</p>	<p>Parent surveys will be completed by a minimum of 100 families. The survey given this year is a new survey and will give baseline data.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 3.1: 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 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 3.2: In order to fully integrate the Student Information System (Illuminate), Office Staff will be trained on how to best utilize Illuminate, and all Office Staff will receive continued training/refresher, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office Staff extra time for training

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 3.3: In order to continue providing families access to data through parent and student portals, information was provided to parents at the 2019-2020 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)
1500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting/Translating Services
6569	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 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 3.4: 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 Varying Supplies for Parent/Stakeholder Meetings and/or Surveys

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

For the most part, our implementation of previous strategies/activities to achieve this goal has been pretty effective, as is reflected in the most recent Parent Survey. Being able to have as many bilingual staff members as we do, as well as the translation and interpreter services that we are able to offer to our parents is a big part of achieving this goal, and the Parent Survey results indicate that families feel good about the school and their interactions with school and personnel.

100% of teachers/administration have participated in the professional goal setting, observation, and evaluation process.

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

In this goal, not very much money is spent to help meet the articulated goal. However, we know the majority of the budgeted expenditures in this goal are for the important site needs of providing bilingual support for parents/families in the form of personnel and translating/interpreting services.

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

Changes made to the metrics/indicators in this goal include ensuring that there is parent participation in ALL stakeholder meetings and increasing parent participation in the Parent Portal. These changes are found in this goal area of the SPSA and are addressed in the strategies, as well.

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 Subjects

LEA/LCAP Goal

Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

Goal 4

The school will work collaboratively with the district maintenance team to maintain high standards for our school facilities.

Identified Need

Due to the fact that the school is the oldest of all the elementary schools, there are always ongoing facility needs that have to be addressed. As these are addressed quickly and efficiently, our FIT rating hopefully improves. A 5-year maintenance plan to needs to be developed to ensure the facility needs are met.

Because we have a high number of students receiving breakfast/lunch/snack at the school, there is a need to continue to follow nutritional guidelines for all the meals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual School Facilities Inspection Tool (FIT) rating will be restored to "GOOD".	Current Facilities Inspection Tool (FIT) rating is: Fair	FIT rating will be: Good
School Williams Facilities Complaints will be maintained at ZERO (0).	School Williams Facilities Complaints are at 0.	School Williams Facilities Complaints will be maintained at ZERO (0).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 4.1: 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

No Cost to site

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

Strategy 4.2: In order to maintain zero Williams facilities complaints, regular campus inspections by site custodial staff, site administration, and district staff will ensure that the campus grounds and facility issues are addressed in the quickest manner possible and maintained throughout the school year through the use of digital Maintenance and Technology repair "Tickets".

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

No Cost to site

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 4.3: 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)

0

No Cost to site

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 4.4: 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, 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 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 4.5: Exterior Benches will be purchased and installed near the Multi-Use Room 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 SW area of school - near Multi-Use
Room

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Much work has been done at the school over the past two years and these improvement activities have significantly improved the look, the function, and the beauty of the school, helping us get closer to achieving the goal.

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

There are no site budget expenditures that come from categorical funds. Therefore there really isn't a difference between the intended implementation and the budget expenditures.

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

What is new to this goal is the creation of a strategy/activity that calls for the creation of a 5-year maintenance plan for the school. This change is found right in this goal. Working together with the Maintenance and Operations department/Business office will be crucial to ensuring that through this new strategy/activity, the school can achieve the goal of maintaining high standards for our school facility.

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	\$138,812
Total Federal Funds Provided to the School from the LEA for CSI	\$138,812
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$333,881.00

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	\$116,299.00
Title I Part A: Parent Involvement	\$2,200.00
Title III	\$19,712.00

Subtotal of additional federal funds included for this school: \$138,211.00

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	\$195,670.00

Subtotal of state or local funds included for this school: \$195,670.00

Total of federal, state, and/or local funds for this school: \$333,881.00

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	116,299	0.00
Title I Part A: Parent Involvement	2,801	601.00
LCFF - Supplemental	195,670	0.00
Title III	19,712	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	195,670.00
Title I	116,299.00
Title I Part A: Parent Involvement	2,200.00
Title III	19,712.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	17,300.00
2000-2999: Classified Personnel Salaries	257,678.00
4000-4999: Books And Supplies	46,183.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	173,656.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,014.00
1000-1999: Certificated Personnel Salaries	Title I	9,300.00
2000-2999: Classified Personnel Salaries	Title I	62,310.00
4000-4999: Books And Supplies	Title I	31,969.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,720.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00
2000-2999: Classified Personnel Salaries	Title III	19,712.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	283,678.00
Goal 2	39,484.00
Goal 3	10,719.00
Goal 4	0.00

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
Angela Herr	Classroom Teacher
Kristin Kendall	Classroom Teacher
Sara Murray	Classroom Teacher
Lauren Blake	Other School Staff
Kelly Cullers	Parent or Community Member
Victoria Coffman	Parent or Community Member
Melissa Lehn-Anzaldua	Parent or Community Member
Lisa Rhodes	Parent or Community Member
Crystal Perez	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 12/3/2019.

Attested:

Principal, David Nelson on 12/3/2019

SSC Chairperson, Kristin Kendall on 12/3/2019

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**



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 7, 2019	

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-term 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:

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.

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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).

Vernon E. Greer Elementary staff, parents, and learners annually participate in a focus group survey. This survey is conducted in a listening circle format. A diverse group of 4th, 5th, and 6th grade learners respond to open-ended questions relating to personalized learning and goal-setting. Staff and parents form the outside of the circle and participate by listening. At the end of the session, high interest topics are identified and a variety of ideas to address the topics are generated.

Continue to provide extended learning opportunities
Continue to implement classroom circles
Continue to implement Second Step TK-3
Implement Second Step 4-6
Support rigor in mathematics
Support career building

Vernon E. Greer Elementary 5th grade learners annually participate in The Healthy Kids Survey. This survey provides information on the amount and the kind of bullying behaviors learners are faced with. The results help improve prevention efforts.

School Safety

87% Feel safe at school
33% Been hit or pushed
60% Mean rumors spread about you
53% Been called bad names or mean jokes made about you
20% Saw a weapon at school

Vernon E. Greer Elementary 5th and 6th grade learners annually participate in the GALLUP Student Poll which measures our school's levels of engagement, hope, entrepreneurial aspiration, and career and financial literacy. The results help improve hope and engagement efforts.

37% Hopeful
63% Stuck
0% Discouraged
54% Engaged
46% Not Engaged
0% Actively Disengaged

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. 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. Teachers have access to a Swivl camera which can be used to gather audio and visual data.

61 classroom observation were completed
6 summary evaluations were completed
20 Professional Growth Plans were completed
60 growth plan meetings were completed

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
Suspension 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.22%	1.08%	1	1	5
African American	1.0%	1.09%	1.3%	5	5	6
Asian	0.4%	1.09%	0.86%	2	5	4
Filipino	1.2%	1.96%	2.16%	6	9	10
Hispanic/Latino	57.6%	58.26%	54.86%	284	268	254
Pacific Islander	0.4%	0.43%	0.43%	2	2	2
White	35.3%	33.70%	35.85%	174	155	166
Multiple/No Response	%	%	0.43%			2
Total Enrollment				493	460	463

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	78	81	78
Grade 1	59	52	69
Grade 2	63	63	55
Grade 3	58	60	65
Grade 4	69	56	64
Grade 5	84	66	67
Grade 6	82	82	65
Total Enrollment	493	460	463

Conclusions based on this data:

1. Overall enrollment remained relatively constant for the 2018-2019 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	115	120	106	23.3%	26.1%	23%
Fluent English Proficient (FEP)	48	44	15	9.7%	9.6%	3.2%
Reclassified Fluent English Proficient (RFEP)	10	12	21	8.4%	10.4%	4.5%

Conclusions based on this data:

1. Overall English Learner enrollment remained relatively constant for the 2018-2019 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.	2515.	8.11	5.13	7.81	24.32	46.15	32.81	40.54	29.49	35.94	27.03	19.23	23.44
All Grades	N/A	N/A	N/A	12.90	18.08	19.62	26.88	36.54	29.62	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	4.69	48.65	60.26	56.25	39.19	28.21	39.06
All Grades	18.28	16.92	13.46	49.10	56.92	56.54	32.62	26.15	30.00

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	

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.

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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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
460	58.3%	26.1%	
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	26.1%
Homeless	10	2.2%
Socioeconomically Disadvantaged	268	58.3%
Students with Disabilities	53	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1%
American Indian	1	0.2%
Asian	5	1.1%
Filipino	9	2.0%
Hispanic	268	58.3%
Two or More Races	15	3.3%
Pacific Islander	2	0.4%
White	155	33.7%






Conclusions based on this data:

1. Socioeconomically Disadvantaged student group remained over 50%.
2. English Learners student group remained over 25%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

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:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 2.1 points above standard Increased 24.9 points 252 students	<p>English Learners</p>  Yellow 16.2 points below standard Increased 9.7 points 80 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p>Socioeconomically Disadvantaged</p>  Yellow 10.5 points below standard Increased 22.2 points 153 students	<p>Students with Disabilities</p>  No Performance Color 35.3 points below standard Increased 12.1 points 39 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.7 points below standard Increased 29.4 points 152 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 2.8 points above standard Increased 19.2 points 84 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.1 points below standard Increased 38.4 points 43 students	26.8 points above standard Increased 7.1 points 37 students	3.8 points above standard Increased 28.4 points 159 students

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.

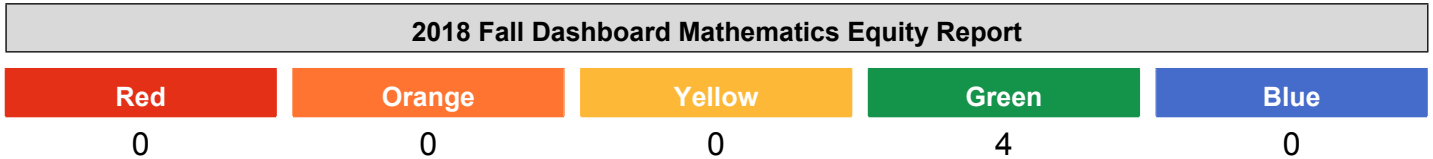
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>10.8 points below standard</p> <p>Increased 12.5 points</p> <p>252 students</p>	<p>English Learners</p>  <p>Green</p> <p>22.4 points below standard</p> <p>Increased 7 points</p> <p>80 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>24 points below standard</p> <p>Increased 9.1 points</p> <p>153 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>40.7 points below standard</p> <p>Increased 4.9 points</p> <p>39 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.2 points below standard Increased 15.6 points 152 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 7.8 points below standard Increased 8.3 points 84 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.6 points below standard Increased 17.6 points 43 students	17.4 points above standard Increased 15.6 points 37 students	11 points below standard Increased 13.1 points 159 students

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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
107	50.5%	30.8%	14%	4.7%

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.

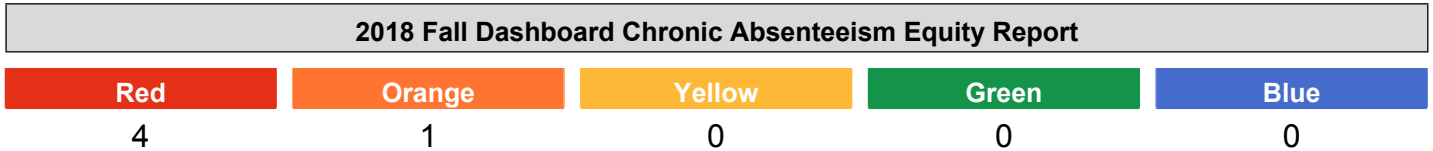
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 15.7% chronically absent Increased 3.8% 478 students	<p>English Learners</p>  Orange 19.8% chronically absent Increased 7.4% 121 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<p>Homeless</p>  No Performance Color 7.7% chronically absent Declined 17.3% 13 students	<p>Socioeconomically Disadvantaged</p>  Red 21.4% chronically absent Increased 5.2% 299 students	<p>Students with Disabilities</p>  Red 24.6% chronically absent Increased 5.2% 69 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0% chronically absent 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 16.1% chronically absent Increased 3.3% 274 students	 No Performance Color 25% chronically absent Increased 3.9% 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Red 14.6% chronically absent Increased 5.6% 164 students

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.

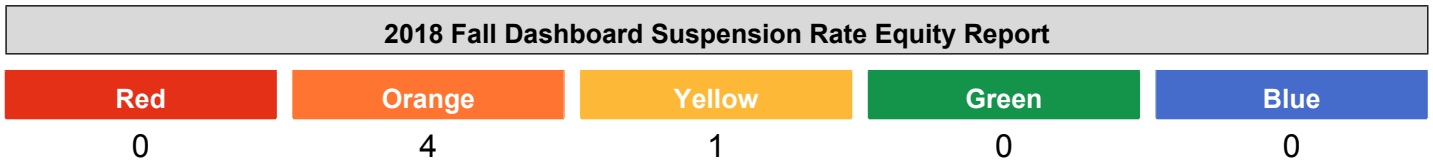
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.1% suspended at least once Increased 0.7% 487 students	<p>English Learners</p>  Orange 1.7% suspended at least once Increased 0.8% 121 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color 6.3% suspended at least once Increased 6.3% 16 students	<p>Socioeconomically Disadvantaged</p>  Yellow 1.6% suspended at least once Maintained -0.2% 305 students	<p>Students with Disabilities</p>  Orange 2.8% suspended at least once Increased 1.4% 71 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0% suspended at least once 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.4% suspended at least once Increased 0.4% 280 students	 No Performance Color 0% suspended at least once Declined -5.3% 16 students	 No Performance Color Less than 11 Students - Data 2 students	 Orange 3.6% suspended at least once Increased 1.9% 167 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2% suspended at least once	1.4% suspended at least once	2.1% suspended at least once

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

All

LEA/LCAP Goal

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.

Goal 1

Develop a Personalized Learning Plan for every learner.

Identified Need

Research shows that personalized learning plans are associated with higher student motivation, sense of belonging and connectedness to school. These outcomes were particularly pronounced for students who developed plans with challenging academic goals, engaged in career exploration activities, participated in leadership development opportunities, and had high levels of parental involvement in the planning process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Misassignments of teachers will remain at 0.	Misassignments of teachers will remain at 0.	Misassignments of teachers will remain at 0.
Students reporting being "Hopeful/Engaged" on Gallup Student Poll will increase 5% each year.	Not Applicable	Students will take the CALSchools Survey during the 2019-2020 school year.
Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase 5% each year.	54% of students met or exceeded their personal growth target for Math on NWEA MAP.	59% of students will meet or exceed their personal growth target for Math on NWEA MAP.
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	51% of students met or exceeded their personal growth target for Reading on NWEA MAP.	56% of students will meet or exceed their personal growth target for Reading on NWEA MAP.
Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP will increase 5%.	52% of students met or exceeded their grade level mean RIT in Math on NWEA MAP.	57% of students will meet or exceed their grade level mean RIT in Math on NWEA MAP.
Students meeting or exceeding their grade level mean RIT in	61% of students met or exceeded their grade level	66% of students will meet or exceed their grade level mean

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading on NWEA MAP will increase 5%.	mean RIT in Reading on NWEA MAP.	RIT in Reading on NWEA MAP.
Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino, All)	% of students in grades 3-6 that met or exceeded the state standards in Math on SBAC: All 44% Latino 44% White 44% SED 37% RFEP 71% English Learners 13% SWD 36%	% of students in grades 3-6 that will meet or exceed the state standards in Math on SBAC: All 49% Latino 49% White 49% SED 42% RFEP 76% English Learners 18% SWD 41%
Students in grades 3-8 meeting or exceeding the state standards in ELA on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino, All)	% of students in grades 3-6 that met or exceeded the state standards in ELA on SBAC: All 49% Latino 49% White 51% SED 42% RFEP 89% English Learners 19% SWD 21%	% of students in grades 3-6 that will meet or exceed the state standards in ELA on SBAC: All 54% Latino 54% White 56% SED 47% RFEP 94% English Learners 24% SWD 26%
3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase 5%.	55% of 3rd grade students met or exceeded their grade level Reading targets on the District Reading Assessments.	60% of 3rd grade students will meet or exceed their grade level Reading targets on the District Reading Assessments.
English Learners making Annual Progress in Learning English as measured by ELPAC will increase 5%.	English Learners making Annual Progress in Learning English as measured by ELPAC	English Learners making Annual Progress in Learning English as measured by ELPAC will increase 5%.
School English Learner reclassification rate will increase by 5%.	School English Learner reclassification rate was 10%.	School English Learner reclassification rate will be 15%.
School Chronic absenteeism will decrease by 5%.	School Chronic absenteeism rate was 16.73%.	School Chronic absenteeism rate will decrease by 22%.
School attendance will be maintained at 96% or greater.	School attendance rate was 94.5%.	School attendance rate will increase by 1%.
School suspension rate will decrease by 5%.or greater.	School suspension rate was 3.5%	School suspension rate will decrease to 3.3%.
School expulsion rate will decrease by 5%. or greater.	School expulsion rate was 0.	School expulsion will remain at 0.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure all learners are exposed to a variety of strategies which promote positive emotions in students that will facilitate the learning process, minimize negative behaviors, or keep students from dropping out.

Action Description:

Implement hope and engagement activities

Implement strengths activities

Provide learners with appropriate and safe classroom and school-wide procedures and routines

Implement Collaborative Classroom Meetings in all classrooms

Implement Second Step in all classrooms

Implement Digital Literacy in all classrooms

Provide strategic academic and behavior supports to identified learners through Learning Supports Team Meetings

Explore additional ways to provide interest-based opportunities in the areas of visual and performing arts, science, technology, and service learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

271.00

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures

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 all learners participate in the NWEA MAP assessment which monitors both growth and achievement and aligns with SBAC.

Action Description:

Administer computer adaptive academic assessment (MAP) to all first and second grade learners three times annually
 Administer computer adaptive academic assessment (MAP) to all third, fourth, fifth, and sixth grade learners two times 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)

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

Ensure all learners have access to grade-level CCSS aligned curriculum.

Action Description:

- Implement Benchmark Advance 50% whole group instruction in all classrooms
- Implement Benchmark Advance 50% small group instruction in all classrooms
- Implement SIPPS in all classrooms
- Implement small group mathematics instruction in all classrooms
- Implement NGSS in all classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

26,867

Title I
 2000-2999: Classified Personnel Salaries
 Instructional Assistants and Bilingual
 Instructional Assistants

7,784

Title III
 2000-2999: Classified Personnel Salaries
 Instructional Assistants and Bilingual
 Instructional Assistants

76,860

LCFF - Supplemental
 2000-2999: Classified Personnel Salaries
 Instructional Assistants and Bilingual
 Instructional Assistants

1,079.00

Title I

5000-5999: Services And Other Operating Expenditures
Supplemental Resources

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Ensure all learners have access to grade-level CCCSS aligned curriculum via appropriate instruction.

Increase the number of English Learners meeting AMAO 1.

Increase the number of English Learners meeting AMAO 2.

Improve the school-wide reclassification rate each year.

Action Description:

Implement RALLI core routines and strategies during science and social studies in all classrooms

Implement Designated ELD instruction in all classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure that reduction of site truancy rate while maintaining the site attendance rate.

Action Description:

Monitor absences and absence verification through the attendance office

Provide student recognition and incentive programs to promote daily attendance through the site social worker

Support chronic and habitual truant learners and families by connecting them with community 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)

1,474

Title I
4000-4999: Books And Supplies
Incentives and Rewards

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See the Action Description(s) listed for each Strategy/Activity. The overall effectiveness will further analysis of the data to determine achievement of the articulated goal.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

At this time, no changes will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

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

LEA/LCAP Goal

Goal 2: Implement California Common Core State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Goal 2

Implement CCSS through blended and flexible learning environments.

Identified Need

These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Maintained
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 will be maintained at 100%.	Maintained
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 will be maintained at 100%.	Maintained
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	Maintained
The school's California School Dashboard Academic Indicator for Mathematics the change will indicate "Increased" demonstrating progress towards a status of "green".	The school's California School Dashboard Academic Indicator for Mathematics indicates progress towards a status of "green".	The school's California School Dashboard Academic Indicator for Mathematics will continue to show an increase towards the status of "green".

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 indicates a status of "green".	The school's California School Dashboard Academic Indicator for ELA will show an increase in 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".	With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.	The school's California School Dashboard Academic Indicator for English Learners will show progress towards the status of "green"

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

Ensure access to the CCSS by maintaining and supporting personalized teacher leadership and capacity.

Action Description:

Provide monthly ELA, ELD, mathematics and NGSS Learning Events

Provide ELA, ELD, mathematics, and NGSS coach support

Provide funding for teachers to attend ELA, ELD, mathematics and NGSS professional development

Support the NGSS Leadership Team with planning and observation time

Support grade-level PLCs with planning and observation time

Provide CALLI training for 6th grade

Reconfigure the RSP schedule in order to support ELA and ELD instruction in each classroom

Provide a math technician for intermediate learners that received SBAC overall scores of 1 or 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,942.00

Source(s)

Title I

5800: Professional/Consulting Services And Operating Expenditures

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 Academic Team Meetings support teachers and instructional assistants as they make ELA and mathematics individual or small group instructional decisions based on data.

Action Description:

Beginning of the year agenda will include setting SIPPS group goals for the first trimester

End of the first trimester agenda will include setting SIPPS group goals for the second trimester and setting individual learner goals

End of the second trimester agenda will include setting SIPPS group goals for the third trimester and setting individual learner goals

End of the year agenda will prepare Learning Supports data for the following grade-level teachers

California Reading and Literature Project Data Analysis and Goal Setting

What do learners know?

What don't learners know?

What do they need to know next?

What would be an appropriate target of instruction?

At the end of the instructional period, on-going assessments will be examined to document whether the group or whether individual students met the goal that was set.

Who are the learners that are not responding to the intervention, especially when compared to similar peers? Do they need additional learner support?

What was successful about the strategy/ies that achieved positive results?

What problems were encountered?

What needs to be done to make future instruction more effective?

At the end of the instructional period, a list of learners who are not responding well to instruction that is appropriate for their specific instructional needs will be generated in order to make decisions about these learners if their academic struggles continue.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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 Students

Strategy/Activity

Ensure learners have access to extended learning opportunities based on data.

Action Description:

Provide identified learners with additional ELA or mathematics 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement Learning Supports

Action Description:

Provide universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. They can be used for literacy, math, or positive behavior supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure all learners utilize online learning tools to support individualized learning pathways.

Action Description:

Provide Chromebooks with internet access to learners for school and home use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,869.00

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Technology

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

Ensure all teachers have curriculum materials to support CCSS (literacy, ELD and mathematics) and NGSS instructional programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,230.00

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Supplemental Resources

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See the Action Description(s) listed for each Strategy/Activity. The overall effectiveness will further analysis of the data to determine achievement of the articulated goal.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

At this time, no changes will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

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

LEA/LCAP Goal

Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

Goal 3

Provide and support improvement opportunities.

Identified Need

Research shows that teacher effectiveness is the key to improving outcomes for all students. One key focus needs area lies with professional development. Teachers will have ongoing access to research-based professional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	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%.	Maintained
Parent engagement/use of the school's Parent Portal will increase by 5%.	Parent engagement/use of the school's Parent Portal was 51%.	Parent engagement/use of the school's Parent Portal will be 56%
At least fifteen 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...)	Monthly opportunities for stakeholder participation and involvement in the school's SPSA process was provided feedback will be provided by the district in both English and Spanish. (ELAC, SSC, Leadership, etc...)	Maintained
At least 2 Stakeholder Focus Groups will be held at each school level to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school	Two Stakeholder Focus Groups were held to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school	Maintained

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
connectedness (SSC, ELAC, Listening Circle, etc...)	connectedness (SSC, ELAC, Listening Circle, etc...)	
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Parents of unduplicated students were represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Maintained
Parent survey will be completed by a minimum of 20% of families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.	Parent surveys were completed by 61 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.	Parent surveys will be completed by 80 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.

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

Ensure two collaborative conversations are held annually regarding each teachers's Learning and Reflective Rubric.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Release Time

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 communication with families regarding student progress using the Illuminate Parent Portal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See the Action Description(s) listed for each Strategy/Activity. The overall effectiveness will further analysis of the data to determine achievement of the articulated goal.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

At this time, no changes will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

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

LEA/LCAP Goal

Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

Goal 4

School staff will work collaboratively with the District maintenance team to maintain high standards for our school facilities.

Identified Need

The extent to which each school provides a safe and healthy physical environment plays a significant role in determining whether the next generation is educated and healthy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual School Facilities Inspection Tool (FIT) rating will be restored to "GOOD".	Greer received a rating of Fair.	Annual School Facilities Inspection Tool (FIT) rating will be restored to "GOOD".
School Williams Facilities Complaints will be maintained at ZERO (0).	School Williams Facilities Complaints will be maintained at ZERO (0).	Maintained

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

Ensure recycling efforts and education with Cal Waste continue.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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

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)
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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	\$78,477
Total Federal Funds Provided to the School from the LEA for CSI	\$78,477
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$133,876.00

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	\$48,732.00
Title III	\$7,784.00

Subtotal of additional federal funds included for this school: \$56,516.00

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	\$77,360.00

Subtotal of state or local funds included for this school: \$77,360.00

Total of federal, state, and/or local funds for this school: \$133,876.00

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	69,030	20,298.00
Title I Part A: Parent Involvement	1,663	1,663.00
LCFF - Supplemental	100,167	22,807.00
Title III	7,784	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	77,360.00
Title I	48,732.00
Title III	7,784.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	111,511.00
4000-4999: Books And Supplies	1,474.00
5000-5999: Services And Other Operating Expenditures	14,949.00
5800: Professional/Consulting Services And Operating Expenditures	5,942.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	76,860.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500.00
2000-2999: Classified Personnel Salaries	Title I	26,867.00

4000-4999: Books And Supplies	Title I	1,474.00
5000-5999: Services And Other Operating Expenditures	Title I	14,449.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,942.00
2000-2999: Classified Personnel Salaries	Title III	7,784.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	114,335.00
Goal 2	19,041.00
Goal 3	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Stephanie Simonich	Principal
Tina Homdus	Other School Staff
Kim Silveria	Classroom Teacher
Linda Pappas	Classroom Teacher
Amy Madison	Classroom Teacher
Jill Daluz	Classroom Teacher
Maria Anaya	Other School Staff
Samantha Pedraza	Other School Staff
Marinda Kostic	Parent or Community Member
Sonja Shands	Parent or Community Member
Rachel Gonzalez	Parent or Community Member
Tiffani Talbott	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 11-7-2019.

Attested:

Principal, Stephanie Simonich on 12-2-2019

SSC Chairperson, Kim Silveria on 12-2-2019

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2019-20**

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	11/19/19	

Purpose and Description

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

Schoolwide Program

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

The school will work with staff and the School Site Council in an effort to address the learning and social/emotional needs of all students by providing engaging instruction that meets or exceeds the state standards.

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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).

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 and education, a desire for a cleaner, well maintained campus, school wide field trip offerings, and class offerings related to career paths.

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 number 1 of our 43 certificated staff. 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 update PLPs throughout the school year. 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. 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 GJUESD district and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings based on the findings and recommendations of 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 of content knowledge.

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 academic coaches as well as guidance and support from site administration.

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)

The year long schedule of McCaffrey Middle School allows teachers the flexibility to incorporate sufficient intervention courses before, during and after school. 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 academic coaches.

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, Curriculum Coaches, 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 is an active Leadership Committee as well as individual grade level teams (math, science, social studies and language arts) 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 37 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.32%	0.23%	3	3	2
African American	1.7%	1.40%	1.02%	15	13	9
Asian	2.3%	2.15%	2.38%	21	20	21
Filipino	0.7%	0.65%	0.9%	6	6	8
Hispanic/Latino	56.3%	60.28%	62.56%	505	560	553
Pacific Islander	0.6%	0.43%	0.23%	5	4	2
White	37.1%	33.69%	30.43%	333	313	269
Multiple/No Response	%	%	0.11%			1
Total Enrollment				897	929	884

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 7	471	448	423
Grade 8	426	481	461
Total Enrollment	897	929	884

Conclusions based on this data:

1. Our enrollment continues to decline.
2. Our Latino population continues to increase in regards to the percent of the total population.
3. Our White population continues to decrease 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	73	89	101	8.1%	9.6%	11.4%
Fluent English Proficient (FEP)	287	278	264	32.0%	30%	30%
Reclassified Fluent English Proficient (RFEP)	257	258	247	28.7	27.8%	27.9%

Conclusions based on this data:

1. ELs continue to increase even though we are in declining enrollment
2. FEP percent of total population have fluctuated little in the last 3 years
3. RFEP percent of total population have fluctuated little 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	405	464	443	406	98.9	98.7	97.6
Grade 8	427	473	447	416	470	433	416	470	433	97.4	99.4	96.9
All	896	922	862	880	913	838	880	913	839	98.2	99	97.2

* 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. 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. Our overall growth as a school continues to trend in the positive direction. 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 schoolwide CALLI strategies. In addition to our CALLI partnership, our literacy coach will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) and 3. the use of academic discourse.

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. 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 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. 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 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. TBD---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), our literacy coach will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing

process (steps for completing a writing task and Says, Means, Matters analysis tool) and 3. the use of academic discourse.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
929	52.1%	9.6%	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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	89	9.6%
Foster Youth	2	0.2%
Homeless	4	0.4%
Socioeconomically Disadvantaged	484	52.1%
Students with Disabilities	114	12.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.4%
American Indian	3	0.3%
Asian	20	2.2%
Filipino	6	0.6%
Hispanic	560	60.3%
Two or More Races	10	1.1%
Pacific Islander	4	0.4%
White	313	33.7%






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 long term english learners.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

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:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 13 points below standard Maintained -2.5 points 886 students	<p>English Learners</p>  Red 80.8 points below standard Declined -7.6 points 187 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 35.7 points below standard Declined -7.2 points 498 students	<p>Students with Disabilities</p>  Red 86.9 points below standard Maintained 1 points 131 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35.8 points above standard Increased 39.7 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 16.9 points above standard Increased 17.6 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27.3 points below standard Declined -3.3 points 546 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 8.7 points above standard Maintained 2.4 points 288 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.2 points below standard Increased 18.9 points 69 students	61.8 points below standard Declined -8.4 points 118 students	1.7 points above standard Maintained 2.9 points 523 students

Conclusions based on this data:

1. Our RFEF 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).

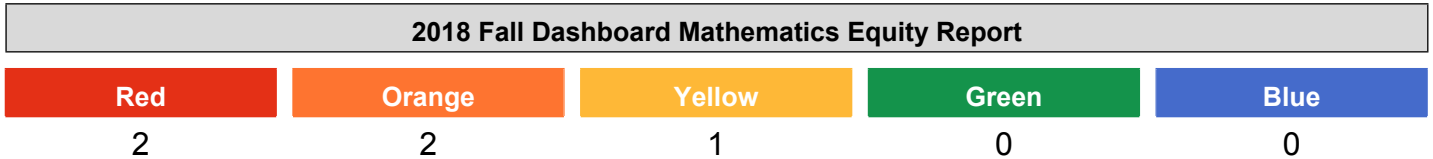
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 50.4 points below standard Declined -8.5 points 885 students	<p>English Learners</p>  Red 132.3 points below standard Declined -25.9 points 186 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 75.8 points below standard Declined -13 points 497 students	<p>Students with Disabilities</p>  Red 133.2 points below standard Declined -7.1 points 131 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.8 points below standard Increased 24.2 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 4.4 points below standard Maintained 0 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.6 points below standard Declined -8 points 545 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 20.9 points below standard Maintained -1.9 points 288 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
169.1 points below standard Maintained -2.8 points 68 students	111 points below standard Declined -24.3 points 118 students	32 points below standard Maintained -0.5 points 523 students

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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
74	33.8%	41.9%	14.9%	9.5%

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.

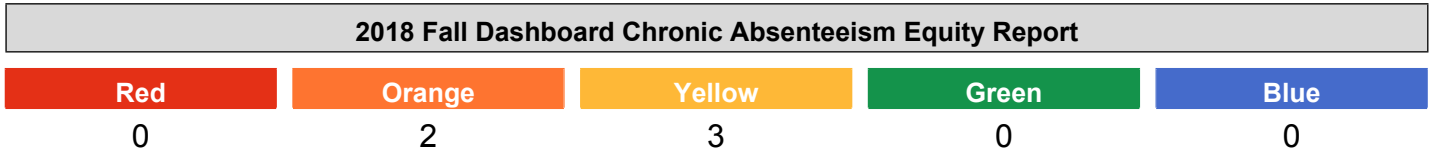
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.5% chronically absent Maintained 0.1% 957 students	<p>English Learners</p>  Yellow 11% chronically absent Declined 4% 100 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p>Socioeconomically Disadvantaged</p>  Orange 14.9% chronically absent Maintained 0.3% 544 students	<p>Students with Disabilities</p>  Yellow 16.3% chronically absent Declined 3.4% 129 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 28.6% chronically absent Increased 11.9% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 5% chronically absent Maintained 0.2% 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.7% chronically absent Increased 1.3% 580 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Yellow 11% chronically absent Declined 3% 318 students

Conclusions based on this data:

1. All subgroups, with the exception of Hispanic, maintained or declined in chronic absenteeism.

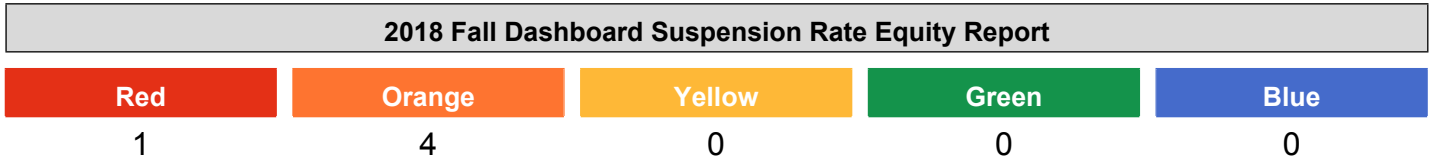
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 6.8% suspended at least once Increased 1.4% 967 students	<p>English Learners</p>  Red 12.7% suspended at least once Increased 6.6% 102 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 9 students	<p>Socioeconomically Disadvantaged</p>  Orange 7.6% suspended at least once Increased 0.5% 552 students	<p>Students with Disabilities</p>  Orange 7.7% suspended at least once Increased 2.2% 130 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Declined -11.1% 14 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 13.6% suspended at least once Increased 13.6% 22 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.4% suspended at least once Increased 1.1% 583 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color Less than 11 Students - Data 5 students	 Orange 5.9% suspended at least once Increased 1.2% 323 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.4% suspended at least once	5.4% suspended at least once	6.8% suspended at least once

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

All Content Areas

LEA/LCAP Goal

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.

Goal 1

Personalized learning plans (PLP) developed collaboratively will inform the instructional plan developed for each learner to meet their academic growth goals and needs.

Identified Need

In 2018-19, the following areas were identified as student needs, (1) increase hope and engagement among students, (2) increase math conceptual understanding and performance on high stakes assessments, (3) decrease the number of students who are reported as chronically absent, (4) increase the number of EL or special education students who are performing at grade level or above on the SBAC and (5) increase student performance on the schoolwide writing tasks

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students reporting being "Hopeful/Engaged" on Gallup Student Poll will increase 5% each year.	Students reporting being "Hopeful" = 36% "Engaged" = 46%	Using a new survey CalSCHLS
Misassignments of teachers will remain at 0.	Misassignments of teachers will remain at 0.	Misassignments of teachers will remain at 0.
Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase 5% each year.	Students meeting/exceeding their personal growth target for Math on NWEA MAP is 51%.	Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase to 56%
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Students meeting/exceeding their personal growth target for Reading on NWEA MAP is 55%.	Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase to 60%.
Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP will increase 5%.	Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP is 56%	Students meeting or exceeding their grade level mean RIT in Math on NWEA MAP will increase to 61%.
Students meeting or exceeding their grade level mean RIT in	Students meeting or exceeding their grade level mean RIT in	Students meeting or exceeding their grade level mean RIT in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading on NWEA MAP will increase 5%.	Reading on NWEA MAP will increase 47%.	Reading on NWEA MAP will increase to 52%.
Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino All)	Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP = 37%. Low SES = 29% SpEd = 7% EL = 5% R-FEP = 35% White = 49% Latino = 31%	Students in grades 3-8 meeting or exceeding the state standards in Math on the CAASPP = 42%. Low SES = 34% SpEd = 12% EL = 10% R-FEP = 40% White = 54% Latino = 36 %
Students in grades 7-8 meeting or exceeding the state standards in ELA on the CAASPP will increase 5%. (Include sub-group results: Low SES, SpEd, EL, R-FEP, White, Latino All)	Students in grades 7-8 meeting or exceeding the state standards in ELA on the CAASPP = 49%. Low SES = 39% SpEd = 14% EL = 7% R-FEP = 48% White = 60% Latino = 43%	Students in grades 7-8 meeting or exceeding the state standards in ELA on the CAASPP = 54%. Low SES = 44% SpEd = 19% EL = 12% R-FEP = 53% White = 65% Latino = 48%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase 5%.	English Learners making Annual Progress in Learning English as measured by ELPAC = 24%	English Learners making Annual Progress in Learning English as measured by ELPAC will increase to 29%.
School English Learner reclassification rate will be maintained at 24%.	School English Learner reclassification rate = 24%	School English Learner reclassification rate = 24%
School Chronic absenteeism will decrease by 1%.	School Chronic absenteeism = 12.12%	School Chronic absenteeism will decrease = 11.12%
School attendance will be maintained at 96% or greater.	School attendance = 95.275%	School attendance = 96% or greater
School suspension rate will decrease by 3% or greater.	School suspension rate = 12.6%	School suspension rate will decrease to 9.6% or lower
School expulsion rate will maintain at 0%.	School expulsion rate will maintain at 0%.	School expulsion rate will maintain at 0%.
Middle school dropout rate will be maintained at 0%.	Middle school dropout rate will be maintained at 0%.	Middle school dropout rate will be maintained at 0%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Incentives and supports to decrease attendance and suspension rates include the following:

Continued support of teaming (math, science, social studies, ELA)

McCaffrey Advisory Committee (MAC)

Assemblies/presentations to build hope and engagement

EAOP (Early Academic Outreach Program) will provide college preparation for underrepresented students

Sobriety Brings A Change (SBAC) Program targets students that have issues with drugs and/or alcohol

Too Good for Violence Program

Alcohol, Tobacco and Other Drugs (ATOD) peer-to-peer prevention program

Peer Leaders Uniting Students (PLUS) Program targets the whole school in an effort to strengthen the school culture

Club Live Program targets drug/substance abuse while promoting healthy lifestyle

Multi Tiered System of Supports (MTSS) focuses on the high needs learners

Academic Conferences to discuss strategies for at risk students

English Language Development (ELD) meetings during and after the school day to discuss most effective instructional strategies

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)

7,955

Source(s)

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
10,000	Title I 5000-5999: Services And Other Operating Expenditures Team support through release time for collaboration
5,000	Title I 5000-5999: Services And Other Operating Expenditures Assemblies / presentation expenses
495	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PLUS Program Cost
400	Title I 5000-5999: Services And Other Operating Expenditures EAOP Program - buses to UC Davis
1,500	Title I 5000-5999: Services And Other Operating Expenditures ATOD
0	Sobriety Brings A Change (SBAC) (no cost)
0	Too Good for Violence (no cost)
700	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Club Live
1,700	Title I 1000-1999: Certificated Personnel Salaries Release time for teachers so they can attend the MTSS monthly meeting

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)

0

no cost

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

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

No cost

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 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)
15,000	Title I 5000-5999: Services And Other Operating Expenditures Professional Development including conferences, workshops and release time for teachers
5,000	Title I 4000-4999: Books And Supplies Purchase library books to update and maintain our collection
2,500	Title I 5000-5999: Services And Other Operating Expenditures Supplies needed for each student in order to complete the MAP assessment
4,000	Title I 5000-5999: Services And Other Operating Expenditures Purchase tech programs (examples could include programs such as Quill, Newsela, Sum Dog, etc)

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

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	Title I 5000-5999: Services And Other Operating Expenditures Professional Development including Conferences and Workshops

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

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)
49,532	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants (2)
4,162	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
5,221	Title I 2000-2999: Classified Personnel Salaries Instructional Assistant
11,181	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistant for ASES
4,375	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures AVID summer training / expenses
800	Title I 5000-5999: Services And Other Operating Expenditures AVID / ELD field trips (2 buses)
1,000	Title I 1000-1999: Certificated Personnel Salaries AVID substitutes for collaboration
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD Professional Development
1350	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	AVID Teacher Stipends for attending the AVID Summer Institute
1500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries substitute BIAs when regular staff is absent

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

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)
350	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental teaching materials
800	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for professional development
1550	Title I 1000-1999: Certificated Personnel Salaries Release for ELD teacher professional development
1000	Title I 4000-4999: Books And Supplies Newcomers ELD materials or program

Strategy/Activity 8

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 8

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

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.

Provide a career readiness teacher to help promote students pathways

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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 Truancy Hunter Program for Attendance Secretary
1000	Title I 5000-5999: Services And Other Operating Expenditures Staff will attend training / workshops on drop-out prevention, truancy, absenteeism, attendance, etc
500	Title I 2000-2999: Classified Personnel Salaries Provide release time when the attendance secretary has to focus on SARB reports

72,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
.6 teacher

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

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)

5,000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Professional development in the area of Positive
Behavioral Interventions and Support (PBIS)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

From Goal 1 in the 2018-19 SPSA, PLPs were developed as planned for all learners, but the results of the SBAC for many students, especially special education and english learners, were below the expected outcomes.

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

There were no major differences.

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

With the results of the SBAC, it was clear that many of our students, especially the english learners and special education students, were not meeting grade level standards. Given this information,

many changes throughout the SPSA reflect an increase in funding to support ongoing or new strategies and activities specifically in the areas of math, writing and reading.

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

LEA/LCAP Goal

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

Goal 2

Implementing CCSS through blended and flexible learning environments.

Identified Need

The percentage of students, especially the english learners and special education students, performing at grade level on the SBAC is below expectations as demonstrated by the CDE Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources = 100%.	Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained.
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 = 100%.	TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained.
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 = 100%.	Students utilizing technological resources as needed in order to support academic growth will be maintained.
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	Student access to courses in the Visual and Performing Arts (VAPA) = 100%.	Student access to courses in the Visual and Performing Arts (VAPA) will be maintained.
Student access to Career Technical Education (CTE) opportunities in 7th & 8th grades will be maintained at 100%.	Student access to Career Technical Education (CTE) opportunities in 7th & 8th grades = 100%.	Student access to Career Technical Education (CTE) opportunities in 7th & 8th grades will be maintained.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The school's California School Dashboard Academic Indicator for Mathematics the change will indicate "Increased" demonstrating progress towards a Status of "green".	The school's California School Dashboard Academic Indicator for Mathematics = Orange	The school's California School Dashboard Academic Indicator for Mathematics the change will indicate "Increased" demonstrating progress by an increase within the yellow band.
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 = Orange	The school's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress by an increase within the yellow band.
The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green".	To be determined	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

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	ASES support / Instructional Assistant- see Goal 1
0	Bilingual Instructional Assistants (2) - see Goal 1
0	Bilingual Instructional Assistants (2) - see Goal 1
7,400	Title I 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning (Accelerated Reader Program and STAR assessment)
0	Translation as needed - see Goal 1
0	Department support through release time for collaboration - see Goal 1
8,000	Title I 5000-5999: Services And Other Operating Expenditures Professional development and supplies for mathematics
15,000	Title I 2000-2999: Classified Personnel Salaries Special Education Instructional Assistant (December 2, 2019 - June 4, 2020)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue 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 Goal 1)

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

100% of middle school students are taught integrated life, earth, physical science and engineering units in order 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)
5,000	Title I 5000-5999: Services And Other Operating Expenditures Professional Development to fully implement NGSS including release time for collaboration
6,000	Title I 4000-4999: Books And Supplies Supplemental Materials and Supplies for science

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

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 bulbs for projectors, mice, headsets, etc.

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 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)
1,300	LCFF - Supplemental 4000-4999: Books And Supplies Supplies
2,000	Title I 4000-4999: Books And Supplies Supplies for the Creative Literature, drama, school play
2,500	Title I 1000-1999: Certificated Personnel Salaries Stipend for teachers who organize the play
1,000	Title I 1000-1999: Certificated Personnel Salaries Stipend for a teacher to do Jazz Band as a club before school

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

100% of all grade 7 and 8 students will continue to have access to Career Technical Education 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)

0

Source(s)

no cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

From Goal 2 in the 2018-19 SPSA, funding and activities were followed per the plan but the results in mathematics did not meet our expectations as a school. In regards to language arts, science, VAPA and Career Tech Education (CTE), significant growth was made as indicated by SBAC scores, CTE program development and VAPA opportunities for our students.

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

There were no major differences.

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

We have added 4 periods of CTE classes, 2 study skills classes, additional after school math tutoring opportunities and new computers (32) for one of our technology labs.

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

LEA/LCAP Goal

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

Goal 3

Processes and measures for continuous improvement and accountability are applied at McCaffrey Middle School, including personalized evaluation processes for educators.

Identified Need

McCaffrey Middle School will use meaningful evaluation and self-reflections to continuously improve classroom instruction and student achievement. All levels of parent involvement need to be increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice = 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.
Parent engagement/use of the school's Parent Portal will increase by 5%.	Parent engagement/use of the school's Parent Portal = 47%.	Parent engagement/use of the school's Parent Portal will increase to 52%.
At least three 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, Staff, etc...)	Three opportunities were given for stakeholder participation in the school's SPSA.	At least three opportunities will be given for stakeholders to participate in the school's SPSA.
At least two Stakeholder Focus Groups will be held at each school level to maintain a "satisfactory" rating on parent, students, staff overall sense of safety and school	Two Stakeholder Focus Groups were held.	Two Stakeholder Focus Groups will be maintained.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
connectedness (SSC, ELAC, Listening Circle, MAC, etc...)		
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, SSC, ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.
Parent survey will be completed by a minimum of 100 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.	Parent survey will be completed by maintaining a minimum of 100 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.	Parent survey will be completed by maintaining a minimum of 100 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.

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

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)

0

Source(s)

No cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent 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	No cost

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

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)
0	No cost
5,400	Title I 2000-2999: Classified Personnel Salaries Additional yard supervisor time

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

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)
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0

No cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All certificated staff completed a professional growth rubric including reflections on their plan throughout the year. Mini and formal observations are completed throughout the year. At the beginning of the year, any parent not registered for the Parent Portal received an access code and directions on how to set up their account.

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

There were no major differences.

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

There are no major changes.

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

LEA/LCAP Goal

Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

Goal 4

The school will work collaboratively with the district maintenance team to maintain high standards for our school facilities.

Identified Need

Maintain a safe, clean and well maintained school that can provide a 21st century education to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual School Facilities Inspection Tool (FIT) rating will be restored to "GOOD".	Fair	Restored to good
School Williams Facilities Complaints will be maintained at ZERO (0).	School Williams Facilities Complaints = ZERO (0).	School Williams Facilities Complaints will be maintained.

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

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

No Cost

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

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

No cost

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

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

No cost

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the strategies and activities described in the goal were successful.

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

There were no major differences.

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

There are no major changes.

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	\$128,773
Total Federal Funds Provided to the School from the LEA for CSI	\$128,773
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$277,971.00

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	\$121,271.00
Title III	\$4,162.00

Subtotal of additional federal funds included for this school: \$125,433.00

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	\$152,538.00

Subtotal of state or local funds included for this school: \$152,538.00

Total of federal, state, and/or local funds for this school: \$277,971.00

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	153,442	904.00
Title I	121,681	410.00
Title I Part A: Parent Involvement	2,930	2,930.00
Title III	4,162	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	152,538.00
Title I	121,271.00
Title III	4,162.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	81,900.00
2000-2999: Classified Personnel Salaries	100,451.00
4000-4999: Books And Supplies	21,450.00
5000-5999: Services And Other Operating Expenditures	66,770.00
5800: Professional/Consulting Services And Operating Expenditures	7,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	74,150.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	70,168.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,650.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,570.00
1000-1999: Certificated Personnel Salaries	Title I	7,750.00
2000-2999: Classified Personnel Salaries	Title I	26,121.00
4000-4999: Books And Supplies	Title I	19,800.00
5000-5999: Services And Other Operating Expenditures	Title I	60,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,400.00
2000-2999: Classified Personnel Salaries	Title III	4,162.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,371.00
Goal 2	53,200.00
Goal 3	5,400.00
Goal 4	0.00

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
Julie Jennings	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 11-18-2019

SSC Chairperson, on 11-18-2019

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.041 Public Hearing of Compensation, Benefits and Related Issues Agreement Between Galt Joint Union Elementary School District and Unrepresented Employees
Presenter: Karen Schauer Lois Yount	Action Item: Information Item: Public Hearing: XX

The Public Disclosure that has been reviewed by the Sacramento County Office of Education reflects a one time 1% bonus and increased longevity compensation for all unrepresented employees as follows:

1. Longevity increase of .5% at each step
2. New longevity schedule:
 - 2.5% at 5 years
 - 3% at 10 years
 - 3.5% at 15 years
 - 4% at 20 years
 - 4.5% at 25 years

Fiscal Impact:
 One-time funds- \$43,000
 On-going funds- \$21,000
 Total fiscal impact- \$64,000

The public hearing documentation has been reviewed by SCOE. The multi-year reserve levels indicated on the public disclosure are based upon the August Budget Revision. The December First Interim Budget the board will review for action later in the board action agenda indicates increases to the general fund revenue that are all above the 3% minimum reserve requirement.

**SACRAMENTO COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Galt Joint Union Elementary School District**

Name of Bargaining Unit: **Unrepresented**

Certificated, Classified, Other: **Certificated/Classified**

The proposed agreement covers the period beginning: **July 1, 2019** and ending: **June 30, 2020**
(date) (date)

The Governing Board will act upon the agreement on: **December 13, 2019**
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 19-20	FY 19-20	FY 20-21	FY 21-22
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$3,541,670.00	\$0.00	\$0.00	\$0.00
			0.00%	0.00%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$0.00	\$53,126.00	\$17,709.00	\$17,709.00
			#DIV/0!	33.33%	25.00%
	Description of other compensation	Longevity/Bonus			
3	Statutory Benefits - STRS, PERS, FICA WE, UL, Medicare, etc.	\$790,339.00	\$11,855.00	\$3,951.22	\$3,951.22
			1.50%	0.49%	0.49%
4	Health/Welfare Plans	\$214,770.00	\$0.00	\$0.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$4,546,779.00	\$64,981.00	\$21,660.22	\$21,660.22
			1.43%	0.47%	0.47%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$101,432.00	\$101,432.00	\$101,432.00	\$101,432.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	41	41	41	41
8	Total Compensation <u>Average</u> Cost per Employee	110,897.05	1,584.90	528.30	528.30
			1.43%	0.47%	0.47%

9 . What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

1% off the salary schedule

Increase longevity from 2% at 5 years to 2.5%; 2.5% at 10 years to 3%; 3% at 15 years to 3.5%; 3.5% at 20 years to 4%; and 4% at 25 years to 4.5%

10 . Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

No

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

12 . Does this bargaining unit have a negotiated cap for Health & Welfare Yes No

If yes, please describe the cap amount.

\$640 per month for an annual cap of \$7620

B. Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

- D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**
- E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.**
- F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**
- G. Source of Funding for Proposed**
- 1. Current Year**

Preschool Special Education revenue that are not currently in the budget
Projected to be \$558618
Fund 01, Fund 13 and Fund 25 for ongoing \$17709 plus benefits
 - 2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?**
 - 3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)**
- NA

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Unrestricted General Fund****Enter Bargaining Unit: Unrepresented**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 8/28/19)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$32,734,144			\$32,734,144
Remaining Revenues (8100-8799)	\$1,070,389			\$1,070,389
TOTAL REVENUES	\$33,804,533	\$0	\$0	\$33,804,533
EXPENDITURES				
Certificated Salaries (1000-1999)	\$14,838,090	\$30,103		\$14,868,193
Classified Salaries (2000-2999)	\$5,353,450	\$19,208		\$5,372,658
Employee Benefits (3000-3999)	\$6,390,609	\$10,865		\$6,401,474
Books and Supplies (4000-4999)	\$929,238			\$929,238
Services, Other Operating Expenses (5000-5999)	\$2,551,354			\$2,551,354
Capital Outlay (6000-6999)				\$0
Other Outgo (7100-7299) (7400-7499)	\$27,579			\$27,579
Direct Support/Indirect Cost (7300-7399)	-\$435,557			-\$435,557
Other Adjustments				\$0
TOTAL EXPENDITURES	\$29,654,763	\$60,176	\$0	\$29,714,939
OPERATING SURPLUS (DEFICIT)	\$4,149,770	-\$60,176	\$0	\$4,089,594
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000			\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$197,243	-\$505		\$196,738
CONTRIBUTIONS (8980-8999)	-\$5,279,416	-\$4,056		-\$5,283,472
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$1,311,889	-\$64,737	\$0	-\$1,376,626
BEGINNING BALANCE	\$3,208,387			\$3,208,387
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$1,896,498	-\$64,737	\$0	\$1,831,761
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)				\$0
Reserved for Economic Uncertainties (9770)	\$1,821,098	-\$64,737		\$1,756,361
Designated Amounts (9775-9780)	\$75,400			\$75,400
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 8/28/19)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)				\$0
Remaining Revenues (8100-8799)	\$7,466,176			\$7,466,176
TOTAL REVENUES	\$7,466,176	\$0	\$0	\$7,466,176
EXPENDITURES				
Certificated Salaries (1000-1999)	\$4,041,890	\$1,347		\$4,043,237
Classified Salaries (2000-2999)	\$2,631,861	\$1,876		\$2,633,737
Employee Benefits (3000-3999)	\$3,646,586	\$833		\$3,647,419
Books and Supplies (4000-4999)	\$1,216,555			\$1,216,555
Services, Other Operating Expenses (5000-5999)	\$1,826,851			\$1,826,851
Capital Outlay (6000-6999)	\$191,172			\$191,172
Other Outgo (7100-7299) (7400-7499)				\$0
Direct Support/Indirect Cost (7300-7399)	\$304,497			\$304,497
Other Adjustments				\$0
TOTAL EXPENDITURES	\$13,859,412	\$4,056	\$0	\$13,863,468
OPERATING SURPLUS (DEFICIT)	-\$6,393,236	-\$4,056	\$0	-\$6,397,292
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$0
TRANSFERS OUT & OTHER USES (7610-7699)				\$0
CONTRIBUTIONS (8980-8999)	\$5,279,416	\$4,056		\$5,283,472
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$1,113,820	\$0	\$0	-\$1,113,820
BEGINNING BALANCE	\$1,166,172			\$1,166,172
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$52,352	\$0	\$0	\$52,352
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$52,352	\$0		\$52,352
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 8/28/19)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$32,734,144	\$0	\$0	\$32,734,144
Remaining Revenues (8100-8799)	\$8,536,565	\$0	\$0	\$8,536,565
TOTAL REVENUES	\$41,270,709	\$0	\$0	\$41,270,709
EXPENDITURES				
Certificated Salaries (1000-1999)	\$18,879,980	\$31,450	\$0	\$18,911,430
Classified Salaries (2000-2999)	\$7,985,311	\$21,084	\$0	\$8,006,395
Employee Benefits (3000-3999)	\$10,037,195	\$11,698	\$0	\$10,048,893
Books and Supplies (4000-4999)	\$2,145,793	\$0	\$0	\$2,145,793
Services, Other Operating Expenses (5000-5999)	\$4,378,205	\$0	\$0	\$4,378,205
Capital Outlay (6000-6999)	\$191,172	\$0	\$0	\$191,172
Other Outgo (7100-7299) (7400-7499)	\$27,579	\$0	\$0	\$27,579
Direct Support/Indirect Cost (7300-7399)	-\$131,060	\$0	\$0	-\$131,060
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$43,514,175	\$64,232	\$0	\$43,578,407
OPERATING SURPLUS (DEFICIT)	-\$2,243,466	-\$64,232	\$0	-\$2,307,698
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$0	\$0	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$197,243	-\$505	\$0	\$197,748
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,425,709	-\$64,737	\$0	-\$2,490,446
BEGINNING BALANCE	\$4,374,559			\$4,374,559
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$1,948,850	-\$64,737	\$0	\$1,884,113
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$52,352	\$0	\$0	\$52,352
Reserved for Economic Uncertainties (9770)	\$1,821,098	-\$64,737	\$0	\$1,756,361
Designated Amounts (9775-9780)	\$75,400	\$0	\$0	\$75,400
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	4.2%			4.0%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of _____)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 8/28/2019)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$1,670,075	\$0	\$0	\$1,670,075
TOTAL REVENUES	\$1,670,075	\$0	\$0	\$1,670,075
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$746,527	\$389	\$0	\$746,916
Employee Benefits (3000-3999)	\$301,208	\$116	\$0	\$301,324
Books and Supplies (4000-4999)	\$766,530	\$0	\$0	\$766,530
Services, Other Operating Expenses (5000-5999)	\$38,045	\$0	\$0	\$38,045
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$100,111	\$0	\$0	\$100,111
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,954,242	\$505	\$0	\$1,954,747
OPERATING SURPLUS (DEFICIT)	-\$282,346	-\$505	\$0	-\$282,851
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$331,416	\$505	\$0	\$331,921
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$50,890	\$0	\$0	\$50,890
BEGINNING BALANCE	\$127,637			\$127,637
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$178,527	\$0	\$0	\$178,527
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$143,531	\$0	\$0	\$143,531
Reserved for Economic Uncertainties (9770)		\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$36	\$0	\$0	\$36
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 8/28/19)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$0	\$0	\$0	\$0
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$0	\$0	\$0	\$0
Employee Benefits (3000-3999)	\$0	\$0	\$0	\$0
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$0	\$0	\$0	\$0
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$0	\$0	\$0	\$0
BEGINNING BALANCE	\$0			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Fund 25
Enter Bargaining Unit: Unrepresented

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 8/28/2019)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$417,410	\$0	\$0	\$417,410
TOTAL REVENUES	\$417,410	\$0	\$0	\$417,410
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$41,189	\$203	\$0	\$41,392
Employee Benefits (3000-3999)	\$12,084	\$41	\$0	\$12,125
Books and Supplies (4000-4999)	\$0	\$0	\$0	\$0
Services, Other Operating Expenses (5000-5999)	\$100,336	\$0	\$0	\$100,336
Capital Outlay (6000-6999)	\$0	\$0	\$0	\$0
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$153,609	\$244	\$0	\$153,853
OPERATING SURPLUS (DEFICIT)	\$0	\$0	\$0	\$0
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	\$9,669	\$0	\$0	\$9,669
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$254,132	-\$244	\$0	\$253,888
BEGINNING BALANCE	\$1,876,506			\$1,876,506
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$2,130,639	-\$244	\$0	\$2,130,395
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$2,130,639	-\$244	\$0	\$2,130,395
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: Unrepresented

	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$32,734,144	\$33,952,399	\$34,863,064
Remaining Revenues (8100-8799)	\$8,536,565	\$8,536,565	\$8,536,565
TOTAL REVENUES	\$41,270,709	\$42,488,964	\$43,399,629
EXPENDITURES			
Certificated Salaries (1000-1999)	\$18,911,430	\$18,961,388	\$19,187,747
Classified Salaries (2000-2999)	\$8,006,395	\$8,028,560	\$8,127,865
Employee Benefits (3000-3999)	\$10,048,893	\$10,432,561	\$10,875,631
Books and Supplies (4000-4999)	\$2,145,793	\$1,887,068	\$1,887,068
Services, Other Operating Expenses (5000-5999)	\$4,378,205	\$3,620,501	\$3,645,758
Capital Outlay (6000-6999)	\$191,172		
Other Outgo (7100-7299) (7400-7499)	\$27,579		
Direct Support/Indirect Cost (7300-7399)	-\$131,060	-\$131,060	-\$131,060
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$43,578,407	\$42,799,018	\$43,593,009
OPERATING SURPLUS (DEFICIT)	-\$2,307,698	-\$310,054	-\$193,380
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$15,000	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$197,748	\$197,748	\$197,748
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,490,446	-\$492,802	-\$376,128
BEGINNING BALANCE	\$4,374,559	\$1,884,113	\$1,391,311
CURRENT-YEAR ENDING BALANCE	\$1,884,113	\$1,391,311	\$1,015,183
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$52,352	\$21,667	\$10,176
Reserved for Economic Uncertainties - Unrestricted (9770)	\$1,756,361	\$1,294,243.75	\$929,606.75
Reserved for Economic Uncertainties - Restricted (9770)	\$75,400	\$75,400	\$75,400
Board Designated Amounts (9775-9780)	\$0	\$0	
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund

Enter Bargaining Unit: Unrepresented

	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$32,734,144	\$33,952,399	\$34,863,064
Remaining Revenues (8100-8799)	\$1,070,389	\$1,070,389	\$1,070,389
TOTAL REVENUES	\$33,804,533	\$35,022,788	\$35,933,453
EXPENDITURES	\$0		
Certificated Salaries (1000-1999)	\$14,868,193	\$14,871,988	\$15,043,045
Classified Salaries (2000-2999)	\$5,372,658	\$5,362,693	\$5,423,927
Employee Benefits (3000-3999)	\$6,401,474	\$6,673,826	\$7,000,803
Books and Supplies (4000-4999)	\$929,238	\$816,349	\$816,349
Services, Other Operating Expenses (5000-5999)	\$2,551,354	\$2,102,880	\$2,102,880
Capital Outlay (6000-6999)	\$0		
Other Outgo (7100-7299) (7400-7499)	\$27,579		
Direct Support/Indirect Cost (7300-7399)	-\$435,557	-\$435,557	-\$435,557
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$29,714,939	\$29,392,179	\$29,951,447
OPERATING SURPLUS (DEFICIT)	\$4,089,594	\$5,630,609	\$5,982,006
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$15,000	\$15,000	\$15,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$196,738	\$197,748	\$195,422
CONTRIBUTIONS (8980-8999)	-\$5,283,472	-\$5,909,978	-\$6,145,124
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$1,376,626	-\$462,117	-\$343,540
	\$0		
BEGINNING BALANCE	\$3,208,387	\$1,831,761	\$1,369,644
CURRENT-YEAR ENDING BALANCE	\$1,831,761	\$1,369,644	\$1,026,104
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$0		
Reserved for Economic Uncertainties - Unrestricted (9770)	\$1,756,361	\$1,294,244	\$950,704
Reserved for Economic Uncertainties - Restricted (9770)			
Board Designated Amounts (9775-9780)	\$75,400	\$75,400	\$75,400
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund

Enter Bargaining Unit: Unrepresented

	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$0		
Remaining Revenues (8100-8799)	\$7,466,176	\$7,466,176	\$7,466,176
TOTAL REVENUES	\$7,466,176	\$7,466,176	\$7,466,176
EXPENDITURES	\$0		
Certificated Salaries (1000-1999)	\$4,043,237	\$4,089,401	\$4,135,565
Classified Salaries (2000-2999)	\$2,633,737	\$2,665,867	\$2,697,998
Employee Benefits (3000-3999)	\$3,647,419	\$3,758,735	\$3,871,135
Books and Supplies (4000-4999)	\$1,216,555	\$1,070,719	\$1,070,719
Services, Other Operating Expenses (5000-5999)	\$1,826,851	\$1,517,621	\$1,542,877
Capital Outlay (6000-6999)	\$191,172		
Other Outgo (7100-7299) (7400-7499)	\$0		
Direct Support/Indirect Cost (7300-7399)	\$304,497	\$304,497	\$304,497
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$13,863,468	\$13,406,840	\$13,622,791
OPERATING SURPLUS (DEFICIT)	-\$6,397,292		
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0		
TRANSFERS OUT & OTHER USES (7610-7699)	\$0		
CONTRIBUTIONS (8980-8999)	\$5,283,472	\$5,909,978	\$6,145,124
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$1,113,820	-\$30,686	-\$11,491
	\$0		
BEGINNING BALANCE	\$1,166,172	\$52,350	\$21,664
CURRENT-YEAR ENDING BALANCE	\$52,352	\$21,664	\$10,174
COMPONENTS OF ENDING BALANCE:	\$0		
Reserved Amounts (9711-9740)	\$52,352	\$21,664	\$10,174
Reserved for Economic Uncertainties - Unrestricted (9770)	\$0		
Reserved for Economic Uncertainties - Restricted (9770)	\$0		
Board Designated Amounts (9775-9780)	\$0	\$0	\$0
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2019-20	2020-21	2021-22
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$43,776,155	\$42,996,766	\$43,790,757
b. State Standard Minimum Reserve Percentage for this District <u>3</u> enter percentage:	3%	3%	3%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000)	\$1,313,285	\$1,289,903	\$1,313,723

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,756,361	\$1,294,244	\$950,704
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d. Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)			
g. Total Available Reserves	\$1,756,361	\$1,294,244	\$950,704
h. Reserve for Economic Uncertainties Percentage	4.0%	3.0%	2.2%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 19-20	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
FY 20-21	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
FY 21-22	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

4. If no, how do you plan to restore your reserves?

First Interim report includes the compensation and reflects a 3.03% reserve in 2021-22.

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: N/A

6. Please include any additional comments and explanation of Page 4 if necessary:

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LCFF

(a) Current-Year LCFF per ADA:	\$ <u>9532.28</u> (Estimated)	
(b) Prior-Year LCFF per ADA:	\$ <u>9217.75</u> (Actual)	
(c) Amount of Current-Year Increase: (a) minus (b)	\$ <u>314.53</u>	
(d) Percentage Increase in BRL per ADA: (c) divided by (b)		3.41% %
(e) Deficit:		<u> </u> %
(f) Percentage Increase in LCFF after deficit:		<u> </u> %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		1.43%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Galt Joint Union Elementary School (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Unrepresented Bargaining Unit, during the term of the agreement from July 1, 2019 to June 30, 2020.

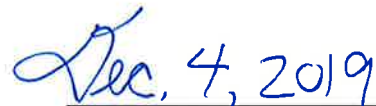
The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	
<u>Expenditures/Other Financing Uses</u>	<u>64,981</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(64,981)</u>

N/A _____ (No budget revisions necessary)



 District Superintendent
 (Signature)



 Date



 Chief Business Officer
 (Signature)



 Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Contact Person

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on December 13, 2019, took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.042 Board Consideration of Approval of Compensation, Benefits and Related Issues Agreement Between Galt Joint Union Elementary School District and Unrepresented Employees
Presenter: Karen Schauer Lois Yount	Action Item: XX Information Item: Public Hearing:



Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.043 Board Consideration of Approval of 2019/20 First Period Interim Budget Report
Presenter: Lois Yount	Action Item: XX Information Item: Public Hearing:

This is the First Interim Budget Report for the 2019-20 school year. This report includes increases in revenue and expenditures since the budget revisions approved in August 2019.

Increases in General Fund Revenue:

- LCFF - \$115,944 due to increase of unduplicated count from 61.28%-61.65%
- Federal - \$110,888 due to Medi-Cal, Special Education, and Art Grant
- State - \$608,618 due to One-time Preschool Special Education and CTE Grant
- Local - \$278,227 due to NGSS and Donations

Summary of Assumptions:

- Average Daily Attendance (ADA) has decreased by 58
- Proposed reductions of \$200,000 in 2020-21
- Salaries and benefits have been updated based on compensation agreements

SELPA Funding for Special Education:

- Adopted budget reflected a revenue decrease of \$674,391
- Interim budget reflects a revenue decrease of \$593,312

The Governor's proposed budget for 2020-21 will be released in January 2020. The Second Interim Report will be presented to the Board by March 2020.

Board approval is recommended.

Galt Joint Union Elementary School District 2019-20 First Interim Budget Assumptions

INCOME

ASSUMPTIONS

Student ADA

-Revenue is based on the 2019-20 P2 ADA of 3,383.

-There is a 3.26% statutory COLA for 2019-20 and the LCFF GAP funding is 100%.

Federal Income

-The following changes have been made:

Added \$105,380.00 of MAA from prior years
Added \$3,008.00 Special Education from 16/17
Added \$2,500.00 for Art Grant

State Income

-The following changes have been made:

Added \$558,618.00 for One Time Preschool Special Education
Added \$50,000.00 CTE Grant

Local Income

-The following changes have been made:

Added \$97,000.00 for NGSS approved carryover
Addition of current year donations have been updated

Transfers In

-Transfers in remain the same

EXPENSES

Cert. Salaries

-Salaries have been updated for GEFA and unrepresented salary agreements
-New One Time Preschool Special Education was used for 1% for GEFA and unrepresented salary agreements

Class. Salaries

- Salaries have been updated for CSEA and Unrepresented agreements
-New One Time Preschool Special Education was used for 1% for CSEA and unrepresented salary agreements

Benefits

-Increases to statutory benefits have been budgeted to reflect salary changes

Supplies

-Changes have been made to include the new CTE grant, NGSS carryover and school site donations

Operating Expenses

- Changes have been made to increase routine repair and maintenance to represent 3% of the first interim budget
-Increases in utilities have been made
-Increase to county community day school costs

Capital Outlay - No significant changes have been made

Transfers Out -The transfer to Cafeteria Fund has been reduced to \$195,422.00

OTHER FUNDS:

CHILD DEVELOPMENT

- Salaries have been updated for all bargaining groups and unrepresented

CAFETERIA FUND

-Income and expenditure projections have been updated

- Salaries have been updated for all bargaining groups and unrepresented

The transfer into Cafeteria from Fund 01 has been reduced to \$195,422 at this time.

POST RETIREMENT FUND

- No changes have been made

BUILDING FUND – BOND PROCEEDS

- Expenditures have been updated to reflect anticipated projects

CAPITAL FACILITIES

- Expenditure projections have been updated

MELLO ROOS

-Expenditure projections have been updated

Galt Joint Union Elementary School District 2019-20 First Interim

MULTI-YEAR BUDGET NARRATIVE and ASSUMPTIONS

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

- The Local Control Funding Formula (LCFF) revenue has been calculated using the FCMAT (Fiscal Crisis and Management Assistance Team) calculator. The calculator was updated by FCMAT and based on 2019 Adopted State Budget and Department of Finance projections.
- Enrollment Projections: Note – the district is funded on the attendance rate of the enrollment or “Average Daily Attendance” (ADA). Typically, we average about a 95% - 96% actual attendance rate on our enrollment. The district enrollment in November was 3545. Enrollment is projected to increase by 10 students in 2020-21 and 2021-22.
 - 2019-20: 3545
 - 2020-21: 3555
 - 2021-22: 3565
- COLA Projections:
 - 2019-20: 3.26%
 - 2020-21: 3.00%
 - 2021-22: 2.80%
- LCFF Gap Funding
 - 100% for all years
- STRS Employer Rates
 - 2019-20: 17.10%
 - 2020-21: 18.40%
 - 2021-22: 18.10%
- PERS Employer Rates
 - 2019-20: 19.721%
 - 2020-21: 22.70%
 - 2021-22: 24.60%
- Unduplicated/Free/Reduced/EL percentages:
 - 2019-20: 61.65%
 - 2020-21: 63.18%
 - 2021-22: 63.29%
- The Routine Repair and Maintenance restricted account remains at 3% of the total general fund budget expenditures for 2019-20 and beyond.

- Components of the Ending Balance
 - ✓ Restricted carryovers each year must be reserved as part of the program from which the funding originated.
 - ✓ The calculation for the Supplemental/Concentration funding is \$4,410,078.00 in 2019-20, \$4,794,067.00 in 2020-21, and \$4,965,410.00 in 2021-22.

Multi Year Financial Analysis

2019-20 First Interim

	Account Codes	Unaudited Projected 2019-20 Total	Projected 2019-20 Total	Projected 2020-21	Projected 2021-22
A. REVENUES					
LCFF Sources	8010-8099	32,734,144	32,850,088	33,726,028	34,785,747
Federal Revenues	8100-8299	2,889,783	3,041,769	3,041,769	3,041,769
Other State Revenues	8300-8599	3,267,834	3,913,119	3,354,501	3,354,501
Other Local Revenues	8600-8799	2,378,948	2,657,175	2,657,175	2,657,175
		41,270,709	42,462,151	42,779,473	43,839,192
Total Revenues					
B. EXPENDITURES					
Certificated Salaries	1000-1999	18,669,046	19,010,816	18,952,615	19,178,973
Classified Salaries	2000-2999	7,851,796	8,020,653	7,881,777	7,981,082
Employee Benefits	3000-3999	9,963,631	10,001,104	10,305,242	10,746,207
Books and Supplies	4000-4999	2,145,793	2,533,336	1,706,928	1,706,928
Services	5000-5999	4,378,205	4,624,604	4,221,813	4,245,570
Capital Outlay	6000-6999	191,172	203,404	0	0
Other Outgo	7100-7200/7438-7439	27,579	75,729	0	0
Direct/Indirect Costs	7310-7350	(131,060)	(130,922)	(130,922)	(130,922)
Total Expenses		43,096,162	44,338,724	42,937,453	43,727,838
Difference (Revenues-Expenses)					
		(1,825,453)	(1,876,573)	(157,980)	111,354
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		195,422	195,422	195,422	195,422
Contributions		0	0	0	0
Total Transfers					
		(180,422)	(180,422)	(180,422)	(180,422)
Net Increase(Decrease) in Fund Balance					
		(2,005,875)	(2,056,995)	(338,402)	(69,068)
Beginning Balance					
Audit Adjustments		4,374,642	4,374,559	2,317,564	1,979,162
Ending Reserve Balance		2,368,767	2,317,564	1,979,162	1,910,094
3% Econ. Uncertainties					
		1,298,748	1,336,024	1,293,986	1,317,698
Components of Reserve					
		Projected 2019-20 Total	Projected 2019-20 Total	Projected 2020-21	Projected 2021-22
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		52,350	23,578	242,219	485,715
Routine Maintenance Carryover		0	0	0	0
Lottery Current to spend next year		75,400	75,400	75,400	75,400
Reserve for Supplemental/Conc.		0	0	0	0
School Site Carryovers		0	0	0	0
3% Economic Uncertainties		1,298,748	1,336,024	1,293,986	1,317,698
Remaining Reserve		922,269	862,561	347,556	11,280
Ending Balances		2,368,766	2,317,564	1,979,162	1,910,094
Total Reserve Percentage					
		5.5%	5.2%	4.6%	4.3%
Total Unrestricted Reserve					
		5.13%	4.94%	3.81%	3.03%

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:			
		2019-20 Original Budget	2019-20 Board Approved Operating Budget	2019-20 Actuals to Date	2019-20 Projected Totals
01I	General Fund/County School Service Fund	GS	GS	GS	GS
09I	Charter Schools Special Revenue Fund				
10I	Special Education Pass-Through Fund				
11I	Adult Education Fund				
12I	Child Development Fund	G	G	G	G
13I	Cafeteria Special Revenue Fund	G	G	G	G
14I	Deferred Maintenance Fund				
15I	Pupil Transportation Equipment Fund				
17I	Special Reserve Fund for Other Than Capital Outlay Projects				
18I	School Bus Emissions Reduction Fund				
19I	Foundation Special Revenue Fund				
20I	Special Reserve Fund for Postemployment Benefits	G	G	G	G
21I	Building Fund	G	G	G	G
25I	Capital Facilities Fund	G	G	G	G
30I	State School Building Lease-Purchase Fund				
35I	County School Facilities Fund				
40I	Special Reserve Fund for Capital Outlay Projects				
49I	Capital Project Fund for Blended Component Units	G	G	G	G
51I	Bond Interest and Redemption Fund				
52I	Debt Service Fund for Blended Component Units				
53I	Tax Override Fund				
56I	Debt Service Fund				
57I	Foundation Permanent Fund				
61I	Cafeteria Enterprise Fund				
62I	Charter Schools Enterprise Fund				
63I	Other Enterprise Fund				
66I	Warehouse Revolving Fund				
67I	Self-Insurance Fund				
71I	Retiree Benefit Fund				
73I	Foundation Private-Purpose Trust Fund				
AI	Average Daily Attendance	S	S		S
CASH	Cashflow Worksheet				S
CHG	Change Order Form				
CI	Interim Certification				S
ESMOE	Every Student Succeeds Act Maintenance of Effort				G
ICR	Indirect Cost Rate Worksheet				
MYPI	Multiyear Projections - General Fund				GS
SIAI	Summary of Interfund Activities - Projected Year Totals				G
01CSI	Criteria and Standards Review				S

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	32,822,779.00	32,734,144.00	9,552,411.40	32,850,088.00	115,944.00	0.4%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	662,020.00	665,985.00	28,337.54	1,251,551.00	585,566.00	87.9%
4) Other Local Revenue		8600-8799	404,404.00	404,404.00	128,337.93	496,513.00	92,109.00	22.8%
5) TOTAL, REVENUES			33,889,203.00	33,804,533.00	9,709,086.87	34,598,152.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	14,770,911.00	14,654,656.00	5,462,579.58	14,905,945.00	(251,289.00)	-1.7%
2) Classified Salaries		2000-2999	5,200,459.00	5,225,636.00	1,991,746.73	5,409,067.00	(183,431.00)	-3.5%
3) Employee Benefits		3000-3999	6,280,408.00	6,324,072.00	2,738,767.31	6,386,454.00	(62,382.00)	-1.0%
4) Books and Supplies		4000-4999	750,901.00	929,238.00	275,856.84	1,234,221.00	(304,983.00)	-32.8%
5) Services and Other Operating Expenditures		5000-5999	2,268,995.53	2,551,354.00	922,245.48	2,487,440.00	63,914.00	2.5%
6) Capital Outlay		6000-6999	0.00	0.00	49,788.00	49,788.00	(49,788.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	27,407.00	27,579.00	35,830.83	75,729.00	(48,150.00)	-174.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(390,931.00)	(435,557.00)	0.00	(450,158.00)	14,601.00	-3.4%
9) TOTAL, EXPENDITURES			28,908,150.53	29,276,978.00	11,476,814.77	30,098,486.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,981,052.47	4,527,555.00	(1,767,727.90)	4,499,666.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
b) Transfers Out		7600-7629	200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,241,815.00)	(5,239,188.00)	0.00	(5,233,647.00)	5,541.00	-0.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,426,815.00)	(5,419,610.00)	0.00	(5,414,069.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(445,762.53)	(892,055.00)	(1,767,727.90)	(914,403.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,208,386.83	3,208,386.83		3,208,386.83	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,208,386.83	3,208,386.83		3,208,386.83		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,208,386.83	3,208,386.83		3,208,386.83		
2) Ending Balance, June 30 (E + F1e)			2,762,624.30	2,316,331.83		2,293,983.83		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	20,000.00	20,000.00		20,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	75,400.00	75,400.00		75,400.00		
Teacher Lottery	1100	9780	75,400.00					
Teacher Lottery	1100	9780		75,400.00				
Teacher Lottery	0000	9780				0.00		
Teacher Lottery	1100	9780				75,400.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,667,224.30	2,220,931.83		2,198,583.83		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	21,904,763.00	20,995,940.00	7,975,601.00	21,269,311.00	273,371.00	1.3%
Education Protection Account State Aid - Current Year		8012	5,008,861.00	5,334,789.00	1,387,009.00	5,342,634.00	7,845.00	0.1%
State Aid - Prior Years		8019	0.00	0.00	189,107.64	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	32,544.00	35,696.00	0.00	32,232.00	(3,464.00)	-9.7%
Timber Yield Tax		8022	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	0.0%
County & District Taxes Secured Roll Taxes		8041	3,280,848.00	3,613,024.00	335.13	3,497,088.00	(115,936.00)	-3.2%
Unsecured Roll Taxes		8042	109,699.00	139,967.00	20.42	111,473.00	(28,494.00)	-20.4%
Prior Years' Taxes		8043	22,625.00	72,819.00	213.09	22,519.00	(50,300.00)	-69.1%
Supplemental Taxes		8044	279,596.00	187,845.00	0.00	335,691.00	147,846.00	78.7%
Education Revenue Augmentation Fund (ERAF)		8045	1,988,278.00	2,216,483.00	0.00	2,103,692.00	(112,791.00)	-5.1%
Community Redevelopment Funds (SB 617/699/1992)		8047	194,631.00	135,448.00	0.00	135,448.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	934.00	2,133.00	125.12	0.00	(2,133.00)	-100.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			32,822,779.00	32,734,144.00	9,552,411.40	32,850,088.00	115,944.00	0.4%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			32,822,779.00	32,734,144.00	9,552,411.40	32,850,088.00	115,944.00	0.4%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510,							
Other NCLB / Every Student Succeeds Act	5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319						
Special Education Master Plan								
Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	110,615.00	110,615.00	0.00	110,416.00	(199.00)	-0.2%
Lottery - Unrestricted and Instructional Materials		8560	547,375.00	554,625.00	27,592.54	582,517.00	27,892.00	5.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
Quality Education Investment Act	7400	8590						
All Other State Revenue	All Other	8590	4,030.00	745.00	745.00	558,618.00	557,873.00	74882.3%
TOTAL, OTHER STATE REVENUE			662,020.00	665,985.00	28,337.54	1,251,551.00	585,566.00	87.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	75,984.00	17,376.00	75,984.00	0.00	0.0%
Interest		8660	80,060.00	80,060.00	715.06	80,060.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	139,366.00	139,366.00	0.00	139,366.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	108,994.00	108,994.00	110,246.87	201,103.00	92,109.00	84.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			404,404.00	404,404.00	128,337.93	496,513.00	92,109.00	22.8%
TOTAL, REVENUES			33,889,203.00	33,804,533.00	9,709,086.87	34,598,152.00	793,619.00	2.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	12,431,600.00	12,348,249.00	4,592,705.05	12,564,999.00	(216,750.00)	-1.8%
Certificated Pupil Support Salaries		1200	453,084.00	432,475.00	160,172.51	426,505.00	5,970.00	1.4%
Certificated Supervisors' and Administrators' Salaries		1300	1,886,227.00	1,873,932.00	703,796.69	1,908,534.00	(34,602.00)	-1.8%
Other Certificated Salaries		1900	0.00	0.00	5,905.33	5,907.00	(5,907.00)	New
TOTAL, CERTIFICATED SALARIES			14,770,911.00	14,654,656.00	5,462,579.58	14,905,945.00	(251,289.00)	-1.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	461,951.00	461,055.00	174,637.62	520,013.00	(58,958.00)	-12.8%
Classified Support Salaries		2200	1,788,453.00	1,814,095.00	696,337.45	1,865,523.00	(51,428.00)	-2.8%
Classified Supervisors' and Administrators' Salaries		2300	446,681.00	447,281.00	182,717.76	532,238.00	(84,957.00)	-19.0%
Clerical, Technical and Office Salaries		2400	1,956,787.00	1,955,143.00	752,217.99	1,936,689.00	18,454.00	0.9%
Other Classified Salaries		2900	546,587.00	548,062.00	185,835.91	554,604.00	(6,542.00)	-1.2%
TOTAL, CLASSIFIED SALARIES			5,200,459.00	5,225,636.00	1,991,746.73	5,409,067.00	(183,431.00)	-3.5%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,425,471.00	2,484,313.00	912,969.58	2,519,987.00	(35,674.00)	-1.4%
PERS		3201-3202	884,235.00	861,515.00	313,790.12	847,137.00	14,378.00	1.7%
OASDI/Medicare/Alternative		3301-3302	627,668.00	624,009.00	222,047.18	639,443.00	(15,434.00)	-2.5%
Health and Welfare Benefits		3401-3402	1,422,419.00	1,438,313.00	739,649.09	1,433,891.00	4,422.00	0.3%
Unemployment Insurance		3501-3502	10,184.00	10,140.00	3,747.72	10,372.00	(232.00)	-2.3%
Workers' Compensation		3601-3602	308,108.00	306,036.00	114,065.54	312,348.00	(6,312.00)	-2.1%
OPEB, Allocated		3701-3702	152,337.00	152,337.00	83,242.65	175,882.00	(23,545.00)	-15.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	449,986.00	447,409.00	349,255.43	447,394.00	15.00	0.0%
TOTAL, EMPLOYEE BENEFITS			6,280,408.00	6,324,072.00	2,738,767.31	6,386,454.00	(62,382.00)	-1.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	715,434.00	881,449.00	261,919.47	1,080,474.00	(199,025.00)	-22.6%
Noncapitalized Equipment		4400	35,467.00	47,789.00	13,937.37	153,747.00	(105,958.00)	-221.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			750,901.00	929,238.00	275,856.84	1,234,221.00	(304,983.00)	-32.8%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	52,207.00	52,207.00	26,934.50	52,207.00	0.00	0.0%
Travel and Conferences		5200	34,061.00	33,861.00	14,764.26	40,014.00	(6,153.00)	-18.2%
Dues and Memberships		5300	19,520.00	24,391.00	24,044.34	25,033.00	(642.00)	-2.6%
Insurance		5400-5450	185,788.00	185,788.00	100,678.00	204,737.00	(18,949.00)	-10.2%
Operations and Housekeeping Services		5500	728,155.00	729,815.00	280,845.88	772,181.00	(42,366.00)	-5.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	183,100.00	166,146.00	63,935.30	179,131.00	(12,985.00)	-7.8%
Transfers of Direct Costs		5710	(26,979.00)	(26,979.00)	(51.00)	(32,969.00)	5,990.00	-22.2%
Transfers of Direct Costs - Interfund		5750	(1,299.00)	(1,299.00)	0.00	(1,299.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	994,732.53	1,288,037.00	372,817.24	1,148,420.00	139,617.00	10.8%
Communications		5900	99,710.00	99,387.00	38,276.96	99,985.00	(598.00)	-0.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,268,995.53	2,551,354.00	922,245.48	2,487,440.00	63,914.00	2.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	49,788.00	49,788.00	(49,788.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	49,788.00	49,788.00	(49,788.00)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	28,098.75	48,150.00	(48,150.00)	New
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	1,147.00	1,147.00	120.58	1,147.00	0.00	0.0%
Other Debt Service - Principal		7439	26,260.00	26,432.00	7,611.50	26,432.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			27,407.00	27,579.00	35,830.83	75,729.00	(48,150.00)	-174.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(259,269.00)	(304,497.00)	0.00	(319,236.00)	14,739.00	-4.8%
Transfers of Indirect Costs - Interfund		7350	(131,662.00)	(131,060.00)	0.00	(130,922.00)	(138.00)	0.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(390,931.00)	(435,557.00)	0.00	(450,158.00)	14,601.00	-3.4%
TOTAL, EXPENDITURES			28,908,150.53	29,276,978.00	11,476,814.77	30,098,486.00	(821,508.00)	-2.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	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	0.0%
Other Authorized Interfund Transfers In		8919	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	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	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
(c) TOTAL, SOURCES			10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(5,241,815.00)	(5,239,188.00)	0.00	(5,233,647.00)	5,541.00	-0.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(5,241,815.00)	(5,239,188.00)	0.00	(5,233,647.00)	5,541.00	-0.1%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			(5,426,815.00)	(5,419,610.00)	0.00	(5,414,069.00)	5,541.00	-0.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,512,521.00	2,889,783.00	487,319.12	3,041,769.00	151,986.00	5.3%
3) Other State Revenue		8300-8599	2,567,550.00	2,601,849.00	409,372.60	2,661,568.00	59,719.00	2.3%
4) Other Local Revenue		8600-8799	1,926,518.00	1,974,544.00	700,315.51	2,180,662.00	186,118.00	9.4%
5) TOTAL, REVENUES			7,006,589.00	7,466,176.00	1,597,007.23	7,863,999.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	3,936,187.00	4,014,390.00	1,444,909.40	4,104,871.00	(90,481.00)	-2.3%
2) Classified Salaries		2000-2999	2,525,881.00	2,626,160.00	889,563.20	2,611,586.00	14,574.00	0.6%
3) Employee Benefits		3000-3999	3,559,966.00	3,639,559.00	792,695.10	3,614,650.00	24,909.00	0.7%
4) Books and Supplies		4000-4999	682,289.00	1,216,555.00	357,541.51	1,299,115.00	(82,560.00)	-6.8%
5) Services and Other Operating Expenditures		5000-5999	1,654,827.00	1,826,851.19	891,996.43	2,137,164.00	(310,312.81)	-17.0%
6) Capital Outlay		6000-6999	65,000.00	191,172.00	153,615.10	153,616.00	37,556.00	19.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	75,725.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	259,269.00	304,497.00	0.00	319,236.00	(14,739.00)	-4.8%
9) TOTAL, EXPENDITURES			12,759,144.00	13,819,184.19	4,530,320.74	14,240,238.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,752,555.00)	(6,353,008.19)	(2,933,313.51)	(6,376,239.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	5,241,815.00	5,239,188.00	0.00	5,233,647.00	(5,541.00)	-0.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			5,241,815.00	5,239,188.00	0.00	5,233,647.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(510,740.00)	(1,113,820.19)	(2,933,313.51)	(1,142,592.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,166,171.94	1,166,171.94		1,166,171.94	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,166,171.94	1,166,171.94		1,166,171.94		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,166,171.94	1,166,171.94		1,166,171.94		
2) Ending Balance, June 30 (E + F1e)			655,431.94	52,351.75		23,579.94		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	655,665.75	52,351.80		23,580.03		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	(233.81)	(0.05)		(0.09)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	750,111.00	750,111.00	3,007.54	753,850.00	3,739.00	0.5%
Special Education Discretionary Grants		8182	75,865.00	78,484.00	39,348.00	79,323.00	839.00	1.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,217,851.00	1,444,749.00	226,898.40	1,435,263.00	(9,486.00)	-0.7%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	173,648.00	252,343.00	33,828.67	220,170.00	(32,173.00)	-12.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	3,140.00	3,510.00	165.98	166.00	(3,344.00)	-95.3%
Title III, Part A, English Learner Program	4203	8290	81,320.00	120,241.00	12,772.45	113,058.00	(7,183.00)	-6.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510,							
Other NCLB / Every Student Succeeds Act	5630	8290	80,645.00	110,404.00	31,403.30	134,559.00	24,155.00	21.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	129,941.00	129,941.00	139,894.78	305,380.00	175,439.00	135.0%
TOTAL, FEDERAL REVENUE			2,512,521.00	2,889,783.00	487,319.12	3,041,769.00	151,986.00	5.3%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	192,125.00	195,750.00	64,080.40	195,750.00	0.00	0.0%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	365,159.00	395,833.00	293,807.20	395,833.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,010,266.00	2,010,266.00	51,485.00	2,069,985.00	59,719.00	3.0%
TOTAL, OTHER STATE REVENUE			2,567,550.00	2,601,849.00	409,372.60	2,661,568.00	59,719.00	2.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	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	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	81,561.00	51,070.00	0.00	51,070.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	191,435.00	191,435.00	55,407.22	191,448.00	13.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,065,100.00	1,077,318.00	403,676.29	1,182,344.00	105,026.00	9.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	588,422.00	654,721.00	241,232.00	735,800.00	81,079.00	12.4%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,926,518.00	1,974,544.00	700,315.51	2,160,662.00	186,118.00	9.4%
TOTAL, REVENUES			7,006,589.00	7,466,176.00	1,597,007.23	7,863,999.00	397,823.00	5.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,085,093.00	3,037,858.00	1,093,471.11	3,133,754.00	(95,896.00)	-3.2%
Certificated Pupil Support Salaries		1200	65,650.00	68,400.00	24,872.72	68,400.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	175,205.00	202,526.00	76,178.70	204,026.00	(1,500.00)	-0.7%
Other Certificated Salaries		1900	610,239.00	705,606.00	250,386.87	698,691.00	6,915.00	1.0%
TOTAL, CERTIFICATED SALARIES			3,936,187.00	4,014,390.00	1,444,909.40	4,104,871.00	(90,481.00)	-2.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,549,138.00	1,636,839.00	536,742.21	1,611,711.00	25,128.00	1.5%
Classified Support Salaries		2200	452,530.00	456,673.00	164,577.23	464,789.00	(8,116.00)	-1.8%
Classified Supervisors' and Administrators' Salaries		2300	114,839.00	115,800.00	44,826.54	114,645.00	1,155.00	1.0%
Clerical, Technical and Office Salaries		2400	150,059.00	152,949.00	46,934.39	156,069.00	(3,120.00)	-2.0%
Other Classified Salaries		2900	259,315.00	263,899.00	96,482.83	264,372.00	(473.00)	-0.2%
TOTAL, CLASSIFIED SALARIES			2,525,881.00	2,626,160.00	889,563.20	2,611,586.00	14,574.00	0.6%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,247,519.00	2,262,157.00	224,102.42	2,272,018.00	(9,861.00)	-0.4%
PERS		3201-3202	409,172.00	435,848.00	157,361.04	432,013.00	3,835.00	0.9%
OASDI/Medicare/Alternative		3301-3302	253,307.00	256,211.00	92,196.90	265,739.00	(9,528.00)	-3.7%
Health and Welfare Benefits		3401-3402	500,642.00	528,472.00	261,538.02	487,785.00	40,687.00	7.7%
Unemployment Insurance		3501-3502	3,986.00	4,073.00	1,171.01	4,158.00	(85.00)	-2.1%
Workers' Compensation		3601-3602	94,332.00	96,907.00	35,272.73	98,149.00	(1,242.00)	-1.3%
OPEB, Allocated		3701-3702	7,985.00	7,985.00	3,450.60	7,985.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	43,023.00	47,906.00	17,602.38	46,803.00	1,103.00	2.3%
TOTAL, EMPLOYEE BENEFITS			3,559,966.00	3,639,559.00	792,695.10	3,614,650.00	24,909.00	0.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	61,655.00	143,968.00	49,717.47	109,593.00	34,375.00	23.9%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	600,684.00	1,060,693.00	284,002.15	1,166,220.00	(105,527.00)	-9.9%
Noncapitalized Equipment		4400	19,950.00	11,894.00	23,821.89	23,302.00	(11,408.00)	-95.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			682,289.00	1,216,555.00	357,541.51	1,299,115.00	(82,560.00)	-6.8%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	354,935.00	446,076.00	379,627.43	769,921.00	(323,845.00)	-72.6%
Travel and Conferences		5200	80,871.00	85,999.19	21,864.29	100,725.00	(14,725.81)	-17.1%
Dues and Memberships		5300	1,124.00	924.00	435.00	924.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	1,495.00	1,495.00	(1,495.00)	New
Operations and Housekeeping Services		5500	7,000.00	7,000.00	5,285.44	7,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	64,500.00	64,500.00	8,190.83	59,642.00	4,858.00	7.5%
Transfers of Direct Costs		5710	26,979.00	26,979.00	51.00	32,969.00	(5,990.00)	-22.2%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,116,317.00	1,192,272.00	474,109.39	1,161,387.00	30,885.00	2.6%
Communications		5900	3,101.00	3,101.00	938.05	3,101.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,654,827.00	1,826,851.19	891,996.43	2,137,164.00	(310,312.81)	-17.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	65,000.00	191,172.00	20,000.00	20,000.00	171,172.00	89.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	7,442.19	7,443.00	(7,443.00)	New
Equipment Replacement		6500	0.00	0.00	126,172.91	126,173.00	(126,173.00)	New
TOTAL, CAPITAL OUTLAY			65,000.00	191,172.00	153,615.10	153,616.00	37,556.00	19.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	75,725.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			75,725.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	259,269.00	304,497.00	0.00	319,236.00	(14,739.00)	-4.8%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			259,269.00	304,497.00	0.00	319,236.00	(14,739.00)	-4.8%
TOTAL, EXPENDITURES			12,759,144.00	13,819,184.19	4,530,320.74	14,240,238.00	(421,053.81)	-3.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	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		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	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	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	5,241,815.00	5,239,188.00	0.00	5,233,647.00	(5,541.00)	-0.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			5,241,815.00	5,239,188.00	0.00	5,233,647.00	(5,541.00)	-0.1%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			5,241,815.00	5,239,188.00	0.00	5,233,647.00	5,541.00	-0.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	32,822,779.00	32,734,144.00	9,552,411.40	32,850,088.00	115,944.00	0.4%
2) Federal Revenue		8100-8299	2,512,521.00	2,889,783.00	487,319.12	3,041,769.00	151,986.00	5.3%
3) Other State Revenue		8300-8599	3,229,570.00	3,267,834.00	437,710.14	3,913,119.00	645,285.00	19.7%
4) Other Local Revenue		8600-8799	2,330,922.00	2,378,948.00	828,653.44	2,657,175.00	278,227.00	11.7%
5) TOTAL, REVENUES			40,895,792.00	41,270,709.00	11,306,094.10	42,462,151.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	18,707,098.00	18,669,046.00	6,907,488.98	19,010,816.00	(341,770.00)	-1.8%
2) Classified Salaries		2000-2999	7,726,340.00	7,851,796.00	2,881,309.93	8,020,653.00	(168,857.00)	-2.2%
3) Employee Benefits		3000-3999	9,840,374.00	9,963,631.00	3,531,462.41	10,001,104.00	(37,473.00)	-0.4%
4) Books and Supplies		4000-4999	1,433,190.00	2,145,793.00	633,398.35	2,533,336.00	(387,543.00)	-18.1%
5) Services and Other Operating Expenditures		5000-5999	3,923,822.53	4,378,205.19	1,814,241.91	4,624,604.00	(246,398.81)	-5.6%
6) Capital Outlay		6000-6999	65,000.00	191,172.00	203,403.10	203,404.00	(12,232.00)	-6.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	103,132.00	27,579.00	35,830.83	75,729.00	(48,150.00)	-174.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(131,662.00)	(131,060.00)	0.00	(130,922.00)	(138.00)	0.1%
9) TOTAL, EXPENDITURES			41,667,294.53	43,096,162.19	16,007,135.51	44,338,724.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(771,502.53)	(1,825,453.19)	(4,701,041.41)	(1,876,573.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
b) Transfers Out		7600-7629	200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(185,000.00)	(180,422.00)	0.00	(180,422.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(956,502.53)	(2,005,875.19)	(4,701,041.41)	(2,056,995.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,374,558.77	4,374,558.77		4,374,558.77	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,374,558.77	4,374,558.77		4,374,558.77		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,374,558.77	4,374,558.77		4,374,558.77		
2) Ending Balance, June 30 (E + F1e)			3,418,056.24	2,368,683.58		2,317,563.77		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	20,000.00	20,000.00		20,000.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	655,665.75	52,351.80		23,580.03		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	75,400.00	75,400.00		75,400.00		
Teacher Lottery	1100	9780	75,400.00					
Teacher Lottery	1100	9780		75,400.00				
Teacher Lottery	0000	9780				0.00		
Teacher Lottery	1100	9780				75,400.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,667,224.30	2,220,931.83		2,198,583.83		
Unassigned/Unappropriated Amount		9790	(233.81)	(0.05)		(0.09)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	21,904,763.00	20,995,940.00	7,975,601.00	21,269,311.00	273,371.00	1.3%
Education Protection Account State Aid - Current Year		8012	5,008,861.00	5,334,789.00	1,387,009.00	5,342,634.00	7,845.00	0.1%
State Aid - Prior Years		8019	0.00	0.00	189,107.64	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	32,544.00	35,696.00	0.00	32,232.00	(3,464.00)	-9.7%
Timber Yield Tax		8022	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	0.0%
County & District Taxes Secured Roll Taxes		8041	3,280,848.00	3,613,024.00	335.13	3,497,088.00	(115,936.00)	-3.2%
Unsecured Roll Taxes		8042	109,699.00	139,967.00	20.42	111,473.00	(28,494.00)	-20.4%
Prior Years' Taxes		8043	22,625.00	72,819.00	213.09	22,519.00	(50,300.00)	-69.1%
Supplemental Taxes		8044	279,596.00	187,845.00	0.00	335,691.00	147,846.00	78.7%
Education Revenue Augmentation Fund (ERAF)		8045	1,988,278.00	2,216,483.00	0.00	2,103,692.00	(112,791.00)	-5.1%
Community Redevelopment Funds (SB 617/699/1992)		8047	194,631.00	135,448.00	0.00	135,448.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	934.00	2,133.00	125.12	0.00	(2,133.00)	-100.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			32,822,779.00	32,734,144.00	9,552,411.40	32,850,088.00	115,944.00	0.4%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			32,822,779.00	32,734,144.00	9,552,411.40	32,850,088.00	115,944.00	0.4%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	750,111.00	750,111.00	3,007.54	753,850.00	3,739.00	0.5%
Special Education Discretionary Grants		8182	75,865.00	78,484.00	39,348.00	79,323.00	839.00	1.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	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	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,217,851.00	1,444,749.00	226,898.40	1,435,263.00	(9,486.00)	-0.7%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	173,648.00	252,343.00	33,828.67	220,170.00	(32,173.00)	-12.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	3,140.00	3,510.00	165.98	166.00	(3,344.00)	-95.3%
Title III, Part A, English Learner Program	4203	8290	81,320.00	120,241.00	12,772.45	113,058.00	(7,183.00)	-6.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510,							
Other NCLB / Every Student Succeeds Act	5630	8290	80,645.00	110,404.00	31,403.30	134,559.00	24,155.00	21.9%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	129,941.00	129,941.00	139,894.78	305,380.00	175,439.00	135.0%
TOTAL, FEDERAL REVENUE			2,512,521.00	2,889,783.00	487,319.12	3,041,769.00	151,986.00	5.3%
OTHER STATE REVENUE								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	110,615.00	110,615.00	0.00	110,416.00	(199.00)	-0.2%
Lottery - Unrestricted and Instructional Mater		8560	739,500.00	750,375.00	91,672.94	778,267.00	27,892.00	3.7%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	365,159.00	395,833.00	293,807.20	395,833.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,014,296.00	2,011,011.00	52,230.00	2,628,603.00	617,592.00	30.7%
TOTAL, OTHER STATE REVENUE			3,229,570.00	3,267,834.00	437,710.14	3,913,119.00	645,285.00	19.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	75,984.00	17,376.00	75,984.00	0.00	0.0%
Interest		8660	80,060.00	80,060.00	715.06	80,060.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	220,927.00	190,436.00	0.00	190,436.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	191,435.00	191,435.00	55,407.22	191,448.00	13.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,174,094.00	1,186,312.00	513,923.16	1,383,447.00	197,135.00	16.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	588,422.00	654,721.00	241,232.00	735,800.00	81,079.00	12.4%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,330,922.00	2,378,948.00	828,653.44	2,657,175.00	278,227.00	11.7%
TOTAL, REVENUES			40,895,792.00	41,270,709.00	11,306,094.10	42,462,151.00	1,191,442.00	2.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	15,516,693.00	15,386,107.00	5,686,176.16	15,698,753.00	(312,646.00)	-2.0%
Certificated Pupil Support Salaries		1200	518,734.00	500,875.00	185,045.23	494,905.00	5,970.00	1.2%
Certificated Supervisors' and Administrators' Salaries		1300	2,061,432.00	2,076,458.00	779,975.39	2,112,560.00	(36,102.00)	-1.7%
Other Certificated Salaries		1900	610,239.00	705,606.00	256,292.20	704,598.00	1,008.00	0.1%
TOTAL, CERTIFICATED SALARIES			18,707,098.00	18,669,046.00	6,907,488.98	19,010,816.00	(341,770.00)	-1.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	2,011,089.00	2,097,894.00	711,379.83	2,131,724.00	(33,830.00)	-1.6%
Classified Support Salaries		2200	2,240,983.00	2,270,768.00	860,914.68	2,330,312.00	(59,544.00)	-2.6%
Classified Supervisors' and Administrators' Salaries		2300	561,520.00	563,081.00	227,544.30	646,883.00	(83,802.00)	-14.9%
Clerical, Technical and Office Salaries		2400	2,106,846.00	2,108,092.00	799,152.38	2,092,758.00	15,334.00	0.7%
Other Classified Salaries		2900	805,902.00	811,961.00	282,318.74	818,976.00	(7,015.00)	-0.9%
TOTAL, CLASSIFIED SALARIES			7,726,340.00	7,851,796.00	2,881,309.93	8,020,653.00	(168,857.00)	-2.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	4,672,990.00	4,746,470.00	1,137,072.00	4,792,005.00	(45,535.00)	-1.0%
PERS		3201-3202	1,293,407.00	1,297,363.00	471,151.16	1,279,150.00	18,213.00	1.4%
OASDI/Medicare/Alternative		3301-3302	880,975.00	880,220.00	314,244.08	905,182.00	(24,962.00)	-2.8%
Health and Welfare Benefits		3401-3402	1,923,061.00	1,966,785.00	1,001,187.11	1,921,676.00	45,109.00	2.3%
Unemployment Insurance		3501-3502	14,170.00	14,213.00	4,918.73	14,530.00	(317.00)	-2.2%
Workers' Compensation		3601-3602	402,440.00	402,943.00	149,338.27	410,497.00	(7,554.00)	-1.9%
OPEB, Allocated		3701-3702	160,322.00	160,322.00	86,693.25	183,867.00	(23,545.00)	-14.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	493,009.00	495,315.00	366,857.81	494,197.00	1,118.00	0.2%
TOTAL, EMPLOYEE BENEFITS			9,840,374.00	9,963,631.00	3,531,462.41	10,001,104.00	(37,473.00)	-0.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	61,655.00	143,968.00	49,717.47	109,593.00	34,375.00	23.9%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,316,118.00	1,942,142.00	545,921.62	2,246,694.00	(304,552.00)	-15.7%
Noncapitalized Equipment		4400	55,417.00	59,683.00	37,759.26	177,049.00	(117,366.00)	-196.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,433,190.00	2,145,793.00	633,398.35	2,533,336.00	(387,543.00)	-18.1%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	407,142.00	498,283.00	406,561.93	822,128.00	(323,845.00)	-65.0%
Travel and Conferences		5200	114,932.00	119,860.19	36,628.55	140,739.00	(20,878.81)	-17.4%
Dues and Memberships		5300	20,644.00	25,315.00	24,479.34	25,957.00	(642.00)	-2.5%
Insurance		5400-5450	185,788.00	185,788.00	102,173.00	206,232.00	(20,444.00)	-11.0%
Operations and Housekeeping Services		5500	735,155.00	736,815.00	286,131.32	779,181.00	(42,366.00)	-5.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	247,600.00	230,646.00	72,126.13	238,773.00	(8,127.00)	-3.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,299.00)	(1,299.00)	0.00	(1,299.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,111,049.53	2,480,309.00	846,926.63	2,309,807.00	170,502.00	6.9%
Communications		5900	102,811.00	102,488.00	39,215.01	103,086.00	(598.00)	-0.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,923,822.53	4,378,205.19	1,814,241.91	4,624,604.00	(246,398.81)	-5.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	65,000.00	191,172.00	69,788.00	69,788.00	121,384.00	63.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	7,442.19	7,443.00	(7,443.00)	New
Equipment Replacement		6500	0.00	0.00	126,172.91	126,173.00	(126,173.00)	New
TOTAL, CAPITAL OUTLAY			65,000.00	191,172.00	203,403.10	203,404.00	(12,232.00)	-6.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	75,725.00	0.00	28,098.75	48,150.00	(48,150.00)	New
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	1,147.00	1,147.00	120.58	1,147.00	0.00	0.0%
Other Debt Service - Principal		7439	26,260.00	26,432.00	7,611.50	26,432.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			103,132.00	27,579.00	35,830.83	75,729.00	(48,150.00)	-174.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(131,662.00)	(131,060.00)	0.00	(130,922.00)	(138.00)	0.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(131,662.00)	(131,060.00)	0.00	(130,922.00)	(138.00)	0.1%
TOTAL, EXPENDITURES			41,667,294.53	43,096,162.19	16,007,135.51	44,338,724.00	(1,242,561.81)	-2.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	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	0.0%
Other Authorized Interfund Transfers In		8919	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	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	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
(c) TOTAL, SOURCES			10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(185,000.00)	(180,422.00)	0.00	(180,422.00)	0.00	0.0%

<u>Resource</u>	<u>Description</u>	<u>2019-20 Projected Year Totals</u>
5640	Medi-Cal Billing Option	0.95
6010	After School Education and Safety (ASES)	2.14
6300	Lottery: Instructional Materials	0.35
6512	Special Ed: Mental Health Services	5,512.99
7311	Classified School Employee Professional De	0.19
7510	Low-Performing Students Block Grant	0.10
7810	Other Restricted State	4,449.78
8150	Ongoing & Major Maintenance Account (RM,	0.57
9010	Other Restricted Local	13,612.96
Total, Restricted Balance		<u>23,580.03</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	597,478.00	632,534.00	289,661.00	632,534.00	0.00	0.0%
4) Other Local Revenue		8600-8799	11,193.00	11,193.00	1,239.00	12,260.00	1,067.00	9.7%
5) TOTAL, REVENUES			608,671.00	643,727.00	290,900.00	644,814.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	210,917.00	217,125.00	80,670.22	221,262.00	(4,137.00)	-1.9%
2) Classified Salaries		2000-2999	201,644.00	197,814.00	70,800.44	199,387.00	(1,573.00)	-0.8%
3) Employee Benefits		3000-3999	126,406.00	127,673.00	47,448.78	128,847.00	(1,174.00)	-0.9%
4) Books and Supplies		4000-4999	4,103.00	7,055.00	6,817.05	12,215.00	(5,160.00)	-73.1%
5) Services and Other Operating Expenditures		5000-5999	37,733.00	55,365.00	9,675.77	43,321.00	12,044.00	21.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	38,104.00	37,502.00	0.00	37,502.00	0.00	0.0%
9) TOTAL, EXPENDITURES			618,907.00	642,534.00	215,412.26	642,534.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(10,236.00)	1,193.00	75,487.74	2,280.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(10,236.00)	1,193.00	75,487.74	2,280.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited								
		9791	84,768.23	84,768.23		84,768.23	0.00	0.0%
b) Audit Adjustments								
		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)								
			84,768.23	84,768.23		84,768.23		
d) Other Restatements								
		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)								
			84,768.23	84,768.23		84,768.23		
2) Ending Balance, June 30 (E + F1e)								
			74,532.23	85,961.23		87,048.23		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash								
		9711	0.00	0.00		0.00		
Stores								
		9712	0.00	0.00		0.00		
Prepaid Items								
		9713	0.00	0.00		0.00		
All Others								
		9719	0.00	0.00		0.00		
b) Restricted								
		9740	74,532.23	85,961.23		87,048.23		
c) Committed								
Stabilization Arrangements								
		9750	0.00	0.00		0.00		
Other Commitments								
		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments								
		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties								
		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount								
		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	528,141.00	555,123.00	235,091.00	555,123.00	0.00	0.0%
All Other State Revenue	All Other	8590	69,337.00	77,411.00	54,570.00	77,411.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			597,478.00	632,534.00	289,661.00	632,534.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,193.00	1,193.00	30.00	2,280.00	1,087.00	91.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	10,000.00	10,000.00	1,209.00	10,000.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			11,193.00	11,193.00	1,239.00	12,280.00	1,087.00	9.7%
TOTAL, REVENUES			608,671.00	643,727.00	290,900.00	644,814.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	205,480.00	206,250.00	76,679.81	210,287.00	(4,037.00)	-2.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	5,437.00	10,875.00	3,990.41	10,975.00	(100.00)	-0.9%
TOTAL, CERTIFICATED SALARIES			210,917.00	217,125.00	80,670.22	221,262.00	(4,137.00)	-1.9%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	146,745.00	143,455.00	49,576.80	143,455.00	0.00	0.0%
Classified Support Salaries		2200	10,632.00	10,632.00	4,524.80	11,295.00	(663.00)	-6.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	44,267.00	43,727.00	15,789.68	43,727.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	909.16	910.00	(910.00)	New
TOTAL, CLASSIFIED SALARIES			201,644.00	197,814.00	70,800.44	199,387.00	(1,573.00)	-0.8%
EMPLOYEE BENEFITS								
STRS		3101-3102	54,276.00	56,216.00	13,623.67	56,925.00	(709.00)	-1.3%
PERS		3201-3202	13,374.00	12,722.00	5,877.90	12,870.00	(148.00)	-1.2%
OASDI/Medicare/Alternative		3301-3302	18,584.00	18,367.00	6,177.45	18,561.00	(194.00)	-1.1%
Health and Welfare Benefits		3401-3402	29,983.00	30,158.00	18,225.76	30,158.00	0.00	0.0%
Unemployment Insurance		3501-3502	209.00	211.00	75.78	215.00	(4.00)	-1.9%
Workers' Compensation		3601-3602	7,972.00	8,016.00	2,772.27	8,118.00	(102.00)	-1.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,008.00	1,983.00	695.95	2,000.00	(17.00)	-0.9%
TOTAL, EMPLOYEE BENEFITS			126,406.00	127,673.00	47,448.78	128,847.00	(1,174.00)	-0.9%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	4,103.00	7,055.00	6,817.05	12,215.00	(5,160.00)	-73.1%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,103.00	7,055.00	6,817.05	12,215.00	(5,160.00)	-73.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	13,942.00	1,034.06	6,448.00	7,494.00	53.8%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	26,200.00	26,100.00	5,990.56	26,100.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,500.00	1,500.00	225.00	1,950.00	(450.00)	-30.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,299.00	1,299.00	0.00	1,299.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,920.00	9,710.00	2,236.00	4,710.00	5,000.00	51.5%
Communications		5900	2,814.00	2,814.00	190.15	2,814.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			37,733.00	55,365.00	9,675.77	43,321.00	12,044.00	21.8%
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	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	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	38,104.00	37,502.00	0.00	37,502.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			38,104.00	37,502.00	0.00	37,502.00	0.00	0.0%
TOTAL, EXPENDITURES			618,907.00	642,534.00	215,412.26	642,534.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2019/20 Projected Year Totals
6052	Child Development: Prekindergarten and Family Literacy, Pro	0.03
6130	Child Development: Center-Based Reserve Account	87,048.20
Total, Restricted Balance		<u>87,048.23</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,549,622.00	1,549,622.00	280,732.87	1,549,392.00	(230.00)	0.0%
3) Other State Revenue		8300-8599	92,860.00	92,860.00	78,234.61	160,504.00	67,644.00	72.8%
4) Other Local Revenue		8600-8799	124,393.00	124,393.00	5,218.98	123,241.00	(1,152.00)	-0.9%
5) TOTAL REVENUES			1,766,875.00	1,766,875.00	364,186.46	1,833,137.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	684,621.00	681,834.00	250,204.99	681,055.00	779.00	0.1%
3) Employee Benefits		3000-3999	276,757.00	275,187.00	121,089.97	283,857.00	(8,670.00)	-3.2%
4) Books and Supplies		4000-4999	823,825.00	823,225.00	292,806.15	880,990.04	(57,765.04)	-7.0%
5) Services and Other Operating Expenditures		5000-5999	42,119.00	42,719.00	9,303.45	41,278.00	1,441.00	3.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	93,558.00	93,558.00	0.00	93,420.00	138.00	0.1%
9) TOTAL EXPENDITURES			1,920,880.00	1,916,523.00	673,404.56	1,980,600.04		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(154,005.00)	(149,648.00)	(309,218.10)	(147,463.04)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			200,000.00	195,422.00	0.00	195,422.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			45,995.00	45,774.00	(309,218.10)	47,958.96		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	178,527.11	178,527.11		178,527.11	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			178,527.11	178,527.11		178,527.11		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			178,527.11	178,527.11		178,527.11		
2) Ending Balance, June 30 (E + F1e)			224,522.11	224,301.11		226,486.07		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	224,486.07	224,265.07		226,486.07		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	36.04	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	36.04		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
Child Nutrition Programs		8220	1,549,622.00	1,549,622.00	280,732.87	1,549,392.00	(230.00)	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,549,622.00	1,549,622.00	280,732.87	1,549,392.00	(230.00)	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	92,860.00	92,860.00	78,234.61	160,504.00	67,644.00	72.8%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			92,860.00	92,860.00	78,234.61	160,504.00	67,644.00	72.8%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	122,550.00	122,550.00	8,040.72	122,550.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(3,397.08)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	1,843.00	1,843.00	575.34	691.00	(1,152.00)	-62.5%
TOTAL, OTHER LOCAL REVENUE			124,393.00	124,393.00	5,218.98	123,241.00	(1,152.00)	-0.9%
TOTAL, REVENUES			1,766,875.00	1,766,875.00	364,186.46	1,833,137.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	560,480.00	557,693.00	198,796.22	555,829.00	1,864.00	0.3%
Classified Supervisors' and Administrators' Salaries		2300	78,624.00	78,624.00	32,760.00	78,624.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	45,517.00	45,517.00	18,648.77	46,602.00	(1,085.00)	-2.4%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			684,621.00	681,834.00	250,204.99	681,055.00	779.00	0.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	114,216.00	112,508.00	43,592.12	112,723.00	(215.00)	-0.2%
OASDI/Medicare/Alternative		3301-3302	52,331.00	52,126.00	19,031.83	52,333.00	(207.00)	-0.4%
Health and Welfare Benefits		3401-3402	78,616.00	78,807.00	41,276.58	78,132.00	675.00	0.9%
Unemployment Insurance		3501-3502	361.00	361.00	126.21	361.00	0.00	0.0%
Workers' Compensation		3601-3602	10,515.00	10,470.00	3,828.09	10,515.00	(45.00)	-0.4%
OPEB, Allocated		3701-3702	7,280.00	7,280.00	8,163.81	16,130.00	(8,850.00)	-121.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	13,438.00	13,635.00	5,071.33	13,663.00	(28.00)	-0.2%
TOTAL, EMPLOYEE BENEFITS			276,757.00	275,187.00	121,089.97	283,857.00	(8,670.00)	-3.2%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	46,100.00	45,500.00	27,519.11	59,641.04	(14,141.04)	-31.1%
Noncapitalized Equipment		4400	0.00	0.00	0.00	54,093.00	(54,093.00)	New
Food		4700	777,725.00	777,725.00	265,287.04	767,256.00	10,469.00	1.3%
TOTAL, BOOKS AND SUPPLIES			823,825.00	823,225.00	292,806.15	880,990.04	(57,765.04)	-7.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	2,350.00	2,350.00	212.57	2,350.00	0.00	0.0%
Dues and Memberships		5300	255.00	255.00	0.00	255.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	14,600.00	14,600.00	1,307.10	12,958.00	1,642.00	11.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	24,424.00	25,024.00	7,783.78	25,225.00	(201.00)	-0.8%
Communications		5900	490.00	490.00	0.00	490.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			42,119.00	42,719.00	9,303.45	41,278.00	1,441.00	3.4%
CAPITAL OUTLAY								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs - Interfund		7350	93,558.00	93,558.00	0.00	93,420.00	138.00	0.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			93,558.00	93,558.00	0.00	93,420.00	138.00	0.1%
TOTAL, EXPENDITURES			1,920,880.00	1,916,523.00	673,404.56	1,980,600.04		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	195,422.00	0.00	195,422.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			200,000.00	195,422.00	0.00	195,422.00		

Resource	Description	2019/20 Projected Year Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School	34,960.11
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Ce	146,404.08
5330	Child Nutrition: Summer Food Service Program Operations	45,118.47
5380	Child Nutrition: School Breakfast Startup	3.41
Total, Restricted Balance		<u>226,486.07</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LOFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,706.00	3,706.00	63.00	3,706.00	0.00	0.0%
5) TOTAL, REVENUES			3,706.00	3,706.00	63.00	3,706.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,706.00	3,706.00	63.00	3,706.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,706.00	3,706.00	63.00	3,706.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	266,934.23	266,934.23		266,934.23	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			266,934.23	266,934.23		266,934.23		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			266,934.23	266,934.23		266,934.23		
2) Ending Balance, June 30 (E + F1e)			270,640.23	270,640.23		270,640.23		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	270,640.23	270,640.23		270,640.23		
Retiree Benefits	0000	9780	270,640.23					
Retiree Benefits	0000	9780		270,640.23				
Retiree Benefits	0000	9780				270,640.23		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER LOCAL REVENUE								
Interest		8660	3,706.00	3,706.00	63.00	3,706.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,706.00	3,706.00	63.00	3,706.00	0.00	0.0%
TOTAL, REVENUES			3,706.00	3,706.00	63.00	3,706.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2019/20</u> <u>Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	123,543.00	123,543.00	1,931.00	123,543.00	0.00	0.0%
5) TOTAL, REVENUES			123,543.00	123,543.00	1,931.00	123,543.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	549.00	548.99	549.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	52,348.00	52,348.00	350.00	42,348.00	10,000.00	19.1%
6) Capital Outlay		6000-6999	2,284,097.00	7,058,095.00	4,808,507.87	6,018,331.00	1,039,764.00	14.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,336,445.00	7,110,992.00	4,809,406.86	6,061,228.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,212,902.00)	(6,987,449.00)	(4,807,475.86)	(5,937,685.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,212,902.00)	(6,987,449.00)	(4,807,475.86)	(5,937,685.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	8,865,544.39	8,865,544.39		8,865,544.39	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,865,544.39	8,865,544.39		8,865,544.39		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,865,544.39	8,865,544.39		8,865,544.39		
2) Ending Balance, June 30 (E + F1e)			6,652,642.39	1,878,095.39		2,927,859.39		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	6,652,642.39	1,878,095.39		2,927,859.39		
Bond Projects	0000	9780	6,652,642.39					
Bond Projects	0000	9780		1,878,095.39				
Bond Projects	0000	9780				2,927,859.39		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	123,543.00	123,543.00	1,931.00	123,543.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			123,543.00	123,543.00	1,931.00	123,543.00	0.00	0.0%
TOTAL, REVENUES			123,543.00	123,543.00	1,931.00	123,543.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	549.00	548.99	549.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	549.00	548.99	549.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	52,348.00	52,348.00	350.00	42,348.00	10,000.00	19.1%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			52,348.00	52,348.00	350.00	42,348.00	10,000.00	19.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	91,594.00	(91,594.00)	New
Buildings and Improvements of Buildings		6200	2,284,097.00	7,058,095.00	4,808,507.87	5,926,737.00	1,131,358.00	16.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,284,097.00	7,058,095.00	4,808,507.87	6,018,331.00	1,039,764.00	14.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,336,445.00	7,110,992.00	4,809,406.86	6,061,228.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2019/20 Projected Year Totals</u>
	Total, Restricted Balance	<u>0.00</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,359.00	2,359.00	0.00	2,359.00	0.00	0.0%
4) Other Local Revenue		8600-8799	427,211.00	427,211.00	44,328.80	427,211.00	0.00	0.0%
5) TOTAL, REVENUES			429,570.00	429,570.00	44,328.80	429,570.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	43,464.00	43,464.00	16,897.20	43,464.00	0.00	0.0%
3) Employee Benefits		3000-3999	12,493.00	12,493.00	4,154.00	12,493.00	0.00	0.0%
4) Books and Supplies		4000-4999	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	264,960.00	264,960.00	12,123.32	264,960.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	10,000.00	10,000.00	(10,000.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			321,917.00	321,917.00	43,174.52	331,917.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			107,653.00	107,653.00	1,154.28	97,653.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,000.00)	(5,000.00)	0.00	(5,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			102,653.00	102,653.00	1,154.28	92,653.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,130,638.60	2,130,638.60		2,130,638.60	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,130,638.60	2,130,638.60		2,130,638.60		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,130,638.60	2,130,638.60		2,130,638.60		
2) Ending Balance, June 30 (E + F1e)			2,233,291.60	2,233,291.60		2,223,291.60		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance			2,233,291.60	2,233,291.60		2,223,291.60		
c) Committed								
Stablization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	2,359.00	2,359.00	0.00	2,359.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,359.00	2,359.00	0.00	2,359.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	50,075.00	50,075.00	0.00	50,075.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	27,136.00	27,136.00	505.00	27,136.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Mitigation/Developer Fees		8681	350,000.00	350,000.00	43,823.80	350,000.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			427,211.00	427,211.00	44,328.80	427,211.00	0.00	0.0%
TOTAL, REVENUES			429,570.00	429,570.00	44,328.80	429,570.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	43,464.00	43,464.00	16,897.20	43,464.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			43,464.00	43,464.00	16,897.20	43,464.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	9,293.00	9,293.00	2,889.45	9,293.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	630.00	630.00	251.45	630.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	455.00	455.00	187.95	455.00	0.00	0.0%
Unemployment Insurance		3501-3502	22.00	22.00	8.70	22.00	0.00	0.0%
Workers' Compensation		3601-3602	668.00	668.00	258.55	668.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,425.00	1,425.00	557.90	1,425.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			12,493.00	12,493.00	4,154.00	12,493.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,000.00	1,000.00	0.00	1,000.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	9,180.00	9,180.00	830.25	9,180.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,000.00	13,000.00	0.00	13,000.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	242,780.00	242,780.00	11,293.07	242,780.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			264,960.00	264,960.00	12,123.32	264,960.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	10,000.00	10,000.00	(10,000.00)	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	10,000.00	10,000.00	(10,000.00)	New
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			321,917.00	321,917.00	43,174.52	331,917.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			5,000.00	5,000.00	0.00	5,000.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	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	0.0%
Long-Term Debt Proceeds		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Certificates of Participation		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(5,000.00)	(5,000.00)	0.00	(5,000.00)		

Resource	Description	2019/20 Projected Year Totals
7690	STRS On-Behalf Pension Contributions	0.00
9010	Other Restricted Local	2,223,291.60
Total, Restricted Balance		<u>2,223,291.60</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,398.00	3,398.00	56.00	6,000.00	2,602.00	76.6%
5) TOTAL, REVENUES			3,398.00	3,398.00	56.00	6,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	13,213.00	13,213.00	10,850.00	10,850.00	2,363.00	17.9%
6) Capital Outlay		6000-6999	21,256.00	21,256.00	0.00	15,101.00	6,155.00	29.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			34,469.00	34,469.00	10,850.00	25,951.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(31,071.00)	(31,071.00)	(10,794.00)	(19,951.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(31,071.00)	(31,071.00)	(10,794.00)	(19,951.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	241,987.18	241,987.18		241,987.18	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			241,987.18	241,987.18		241,987.18		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			241,987.18	241,987.18		241,987.18		
2) Ending Balance, June 30 (E + F1e)			210,916.18	210,916.18		222,036.18		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	210,916.18	210,916.18		222,036.18		
Mello Roos	0000	9780	210,916.18					
Mello Roos	0000	9780		210,916.18				
Mello Roos	0000	9780				222,036.18		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
FEDERAL REVENUE								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,398.00	3,398.00	56.00	6,000.00	2,602.00	76.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,398.00	3,398.00	56.00	6,000.00	2,602.00	76.6%
TOTAL, REVENUES			3,398.00	3,398.00	56.00	6,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicaid/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	13,213.00	13,213.00	10,850.00	10,850.00	2,363.00	17.9%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			13,213.00	13,213.00	10,850.00	10,850.00	2,363.00	17.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	21,256.00	21,256.00	0.00	15,101.00	6,155.00	29.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			21,256.00	21,256.00	0.00	15,101.00	6,155.00	29.0%
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	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			34,469.00	34,469.00	10,850.00	25,951.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds Proceeds from Sale of Bonds		8951	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<u>Resource</u>	<u>Description</u>	<u>2019/20</u> <u>Projected Year Totals</u>
Total, Restricted Balance		<u>0.00</u>

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,441.19	3,441.07	3,383.45	3,435.07	(6.00)	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,441.19	3,441.07	3,383.45	3,435.07	(6.00)	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	2.00	2.00	2.00	0%
b. Special Education-Special Day Class	3.00	0.00	9.06	9.06	9.06	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	3.00	0.00	11.06	11.06	11.06	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,444.19	3,441.07	3,394.51	3,446.13	5.06	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
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%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
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%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
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%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
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%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0%
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%

Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February	
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			3,283,868.00	2,234,502.00	109,491.00	764,498.00	959,811.00	85,612.00	2,952,866.00	2,263,144.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,077,784.00	1,077,784.00	3,327,020.00	1,940,011.00	1,904,216.00	3,239,875.00	1,904,216.00	1,904,216.00
Property Taxes	8020-8079		31,045.00	371.00	453.00			80,863.00	3,511,253.00	
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299			23,058.00	107,206.00	227,000.00	88,127.00	266,927.00	41,993.00	34,806.00
Other State Revenue	8300-8599				91,673.00	51,485.00	521,663.00	110,416.00	182,301.00	
Other Local Revenue	8600-8799		33,729.00	53,496.00	398,972.00	66,591.00	244,680.00	90,058.00	150,223.00	112,033.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,142,558.00	1,154,709.00	3,925,324.00	2,285,087.00	2,758,686.00	3,788,139.00	5,789,986.00	2,051,055.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,075,121.00	1,585,974.00	1,563,512.00	1,595,765.00	1,743,295.00	88,508.00	3,134,778.00	1,587,867.00
Classified Salaries	2000-2999		553,431.00	620,046.00	612,946.00	662,291.00	659,320.00	50,110.00	1,348,455.00	666,323.00
Employee Benefits	3000-3999		345,338.00	698,247.00	646,696.00	581,192.00	860,000.00	10,000.00	1,220,000.00	610,000.00
Books and Supplies	4000-4999		154,308.00	142,380.00	151,555.00	96,702.00	125,000.00	251,502.00	251,502.00	251,502.00
Services	5000-5999		404,175.00	494,866.00	324,077.00	293,558.00	150,000.00	407,977.00	407,977.00	407,977.00
Capital Outlay	6000-6599		50,840.00	95,840.00	2,550.00	45,230.00				
Other Outgo	7000-7499		28,099.00		7,732.00			7,733.00	11,941.00	
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			2,611,312.00	3,637,353.00	3,309,068.00	3,274,738.00	3,537,615.00	815,830.00	6,374,653.00	3,523,669.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		573,087.00	371,495.00	222,998.00	1,185,666.00	59,730.00			
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	573,087.00	371,495.00	222,998.00	1,185,666.00	59,730.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		153,699.00	13,862.00	184,247.00	702.00	155,000.00	105,055.00	105,055.00	141,776.00
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	153,699.00	13,862.00	184,247.00	702.00	155,000.00	105,055.00	105,055.00	141,776.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	419,388.00	357,633.00	38,751.00	1,184,964.00	(95,270.00)	(105,055.00)	(105,055.00)	(141,776.00)
E. NET INCREASE/DECREASE (B - C + D)			(1,049,366.00)	(2,125,011.00)	655,007.00	195,313.00	(874,199.00)	2,867,254.00	(689,722.00)	(1,614,390.00)
F. ENDING CASH (A + E)			2,234,502.00	109,491.00	764,498.00	959,811.00	85,612.00	2,952,866.00	2,263,144.00	648,754.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		648,754.00	1,523,112.00	403,287.00	1,104,425.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,239,875.00	1,904,216.00	1,904,216.00	3,188,516.00			26,611,945.00	26,611,945.00
Property Taxes	8020-8079	10,968.00	342,046.00	1,958,136.00	303,008.00			6,238,143.00	6,238,143.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299	295,918.00	103,026.00	67,522.00	34,940.00	1,751,246.00		3,041,769.00	3,041,769.00
Other State Revenue	8300-8599	628,825.00	51,485.00		231,304.00	2,043,967.00		3,913,119.00	3,913,119.00
Other Local Revenue	8600-8799	222,671.00	144,918.00	286,980.00	228,672.00	624,152.00		2,657,175.00	2,657,175.00
Interfund Transfers In	8910-8929					5,000.00		5,000.00	5,000.00
All Other Financing Sources	8930-8979					10,000.00		10,000.00	10,000.00
TOTAL RECEIPTS		4,398,257.00	2,545,691.00	4,216,854.00	3,986,440.00	4,434,365.00	0.00	42,477,151.00	42,477,151.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,587,654.00	1,591,097.00	1,567,910.00	1,591,072.00	298,263.00		19,010,816.00	19,010,816.00
Classified Salaries	2000-2999	666,766.00	664,940.00	678,327.00	678,326.00	159,372.00		8,020,653.00	8,020,653.00
Employee Benefits	3000-3999	610,000.00	750,000.00	610,000.00	610,000.00	2,449,631.00		10,001,104.00	10,001,104.00
Books and Supplies	4000-4999	251,502.00	251,502.00	251,502.00	251,502.00	102,877.00		2,533,336.00	2,533,336.00
Services	5000-5999	407,977.00	407,977.00	407,977.00	407,977.00	102,089.00		4,624,604.00	4,624,604.00
Capital Outlay	6000-6599				8,944.00			203,404.00	203,404.00
Other Outgo	7000-7499					(110,698.00)		(55,193.00)	(55,193.00)
Interfund Transfers Out	7600-7629					195,422.00		195,422.00	195,422.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,523,899.00	3,665,516.00	3,515,716.00	3,547,821.00	3,196,956.00	0.00	44,534,146.00	44,534,146.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							2,412,976.00	
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	2,412,976.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							859,396.00	
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	859,396.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	1,553,580.00	
E. NET INCREASE/DECREASE (B - C + D)		874,358.00	(1,119,825.00)	701,138.00	438,619.00	1,237,409.00	0.00	(503,415.00)	(2,056,995.00)
F. ENDING CASH (A + E)		1,523,112.00	403,287.00	1,104,425.00	1,543,044.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								2,780,453.00	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			1,543,044.00	1,358,197.00	50,185.00	503,970.00	264,080.00	122,350.00	2,783,785.00	2,230,478.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment			1,107,263.00	1,107,263.00	3,328,731.00	1,993,073.00	1,993,073.00	3,328,731.00	1,993,073.00	1,993,073.00
Property Taxes			31,045.00	371.00	453.00			80,863.00	3,511,253.00	
Miscellaneous Funds										
Federal Revenue				17,295.00	325,644.00	10,604.00	673,135.00	37.00	48,113.00	34,806.00
Other State Revenue					12,500.00	59,000.00	249,854.00	122,916.00	194,801.00	12,500.00
Other Local Revenue			66,557.00	72,821.00	97,657.00	223,192.00	231,844.00	69,222.00	137,387.00	89,642.00
Interfund Transfers In										
All Other Financing Sources										
TOTAL RECEIPTS			1,204,865.00	1,197,750.00	3,764,985.00	2,285,869.00	3,147,906.00	3,601,769.00	5,884,627.00	2,130,021.00
C. DISBURSEMENTS										
Certificated Salaries			1,139,684.00	1,569,685.00	1,565,688.00	1,565,164.00	1,565,164.00	88,508.00	3,134,778.00	1,567,867.00
Classified Salaries			521,590.00	649,625.00	645,512.00	649,732.00	649,472.00	50,110.00	1,248,455.00	651,323.00
Employee Benefits			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			29,319.00	86,781.00	150,000.00	50,000.00	150,000.00	162,975.00	162,975.00	162,975.00
Services			223,755.00	150,000.00	175,000.00	50,000.00	175,000.00	477,580.00	477,580.00	477,580.00
Capital Outlay										
Other Outgo										
Interfund Transfers Out										
All Other Financing Uses										
TOTAL DISBURSEMENTS			2,005,041.00	3,056,091.00	3,136,200.00	2,964,896.00	3,189,636.00	939,173.00	6,287,934.00	3,544,745.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury										
Accounts Receivable			765,329.00	565,329.00	225,000.00	839,137.00	200,000.00	198,839.00		
Due From Other Funds										
Stores										
Prepaid Expenditures										
Other Current Assets										
Deferred Outflows of Resources										
SUBTOTAL			0.00	765,329.00	565,329.00	839,137.00	200,000.00	198,839.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable			150,000.00	15,000.00	400,000.00	400,000.00	300,000.00	200,000.00	150,000.00	110,280.00
Due To Other Funds										
Current Loans										
Unearned Revenues										
Deferred Inflows of Resources										
SUBTOTAL			0.00	150,000.00	400,000.00	400,000.00	300,000.00	200,000.00	150,000.00	110,280.00
<u>Nonoperating</u>										
Suspense Clearing										
TOTAL BALANCE SHEET ITEMS			0.00	615,329.00	550,329.00	(175,000.00)	439,137.00	(100,000.00)	(150,000.00)	(110,280.00)
E. NET INCREASE/DECREASE (B - C + D)			(184,847.00)	(1,308,012.00)	453,785.00	(239,890.00)	(141,730.00)	2,661,435.00	(553,307.00)	(1,525,004.00)
F. ENDING CASH (A + E)			1,358,197.00	50,185.00	503,970.00	264,080.00	122,350.00	2,783,785.00	2,230,478.00	705,474.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		705,474.00	1,399,510.00	296,063.00	1,228,531.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	3,328,730.00	1,993,073.00	1,993,073.00	3,328,729.00			27,487,885.00	27,487,885.00
Property Taxes	8020-8079	10,968.00	342,046.00	1,958,136.00	303,008.00			6,238,143.00	6,238,143.00
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299	347,462.00	37,280.00	46,000.00	35,000.00	1,466,393.00		3,041,769.00	3,041,769.00
Other State Revenue	8300-8599	367,016.00	12,500.00	12,500.00	243,804.00	2,067,110.00		3,354,501.00	3,354,501.00
Other Local Revenue	8600-8799	184,835.00	58,246.00	424,551.00	228,963.00	772,258.00		2,657,175.00	2,657,175.00
Interfund Transfers In	8910-8929					5,000.00		5,000.00	5,000.00
All Other Financing Sources	8930-8979					10,000.00		10,000.00	10,000.00
TOTAL RECEIPTS		4,239,011.00	2,443,145.00	4,434,260.00	4,139,504.00	4,320,761.00	0.00	42,794,473.00	42,794,473.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,567,654.00	1,571,097.00	1,547,910.00	1,571,072.00	498,344.00		18,952,615.00	18,952,615.00
Classified Salaries	2000-2999	651,766.00	649,940.00	663,327.00	663,326.00	187,599.00		7,881,777.00	7,881,777.00
Employee Benefits	3000-3999	685,000.00	685,000.00	650,000.00	685,000.00	2,900,403.00		10,305,242.00	10,305,242.00
Books and Supplies	4000-4999	162,975.00	162,975.00	162,975.00	162,978.00	100,000.00		1,706,928.00	1,706,928.00
Services	5000-5999	477,580.00	477,580.00	477,580.00	477,578.00	100,000.00		4,216,813.00	4,216,813.00
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499					(130,922.00)		(130,922.00)	(130,922.00)
Interfund Transfers Out	7600-7629					(195,422.00)		(195,422.00)	(195,422.00)
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		3,544,975.00	3,546,592.00	3,501,792.00	3,559,954.00	3,460,002.00	0.00	42,737,031.00	42,737,031.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							2,793,634.00	
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	2,793,634.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							1,725,280.00	
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	1,725,280.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	1,068,354.00	
E. NET INCREASE/DECREASE (B - C + D)		694,036.00	(1,103,447.00)	932,468.00	579,550.00	860,759.00	0.00	1,125,796.00	57,442.00
F. ENDING CASH (A + E)		1,399,510.00	296,063.00	1,228,531.00	1,808,081.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								2,668,840.00	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 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	32,850,088.00	2.67%	33,726,028.00	3.14%	34,785,747.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	1,251,551.00	-44.63%	692,933.00	0.00%	692,933.00
4. Other Local Revenues	8600-8799	496,513.00	0.00%	496,513.00	0.00%	496,513.00
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	(5,233,647.00)	12.08%	(5,865,733.00)	4.06%	(6,104,170.00)
6. Total (Sum lines A1 thru A5c)		29,379,505.00	-1.07%	29,064,741.00	2.83%	29,886,023.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,905,945.00		14,826,980.00
b. Step & Column Adjustment				174,832.00		180,194.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(253,797.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,905,945.00	-0.53%	14,826,980.00	1.22%	15,007,174.00
2. Classified Salaries						
a. Base Salaries				5,409,067.00		5,317,836.00
b. Step & Column Adjustment				67,175.00		67,174.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(158,406.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,409,067.00	-1.69%	5,317,836.00	1.26%	5,385,010.00
3. Employee Benefits	3000-3999	6,386,454.00	3.59%	6,615,762.00	4.98%	6,945,197.00
4. Books and Supplies	4000-4999	1,234,221.00	-49.08%	628,502.00	0.00%	628,502.00
5. Services and Other Operating Expenditures	5000-5999	2,487,440.00	0.00%	2,487,440.00	0.00%	2,487,440.00
6. Capital Outlay	6000-6999	49,788.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	75,729.00	-100.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(450,158.00)	0.00%	(450,158.00)	0.00%	(450,158.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	195,422.00	0.00%	195,422.00	0.00%	195,422.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		30,293,908.00	-2.22%	29,621,784.00	1.95%	30,198,587.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(914,403.00)		(557,043.00)		(312,564.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1c)		3,208,386.83		2,293,983.83		1,736,940.83
2. Ending Fund Balance (Sum lines C and D1)		2,293,983.83		1,736,940.83		1,424,376.83
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	75,400.00		75,400.00		75,400.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,198,583.83		1,641,540.83		1,328,976.83
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,293,983.83		1,736,940.83		1,424,376.83

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,198,583.83		1,641,540.83		1,328,976.83
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		2,198,583.83		1,641,540.83		1,328,976.83
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.						
Reduction of staff due to loss of one time funds						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 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%	
2. Federal Revenues	8100-8299	3,041,769.00	-0.10%	3,038,761.00	0.00%	3,038,761.00
3. Other State Revenues	8300-8599	2,661,568.00	0.00%	2,661,568.00	0.00%	2,661,568.00
4. Other Local Revenues	8600-8799	2,160,662.00	0.00%	2,160,662.00	0.00%	2,160,662.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	5,233,647.00	12.08%	5,865,733.00	4.06%	6,104,170.00
6. Total (Sum lines A1 thru A5c)		13,097,646.00	4.80%	13,726,724.00	1.74%	13,965,161.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,104,871.00		4,125,635.00
b. Step & Column Adjustment				46,764.00		46,164.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(26,000.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,104,871.00	0.51%	4,125,635.00	1.12%	4,171,799.00
2. Classified Salaries						
a. Base Salaries				2,611,586.00		2,563,941.00
b. Step & Column Adjustment				32,130.00		32,131.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(79,775.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,611,586.00	-1.82%	2,563,941.00	1.25%	2,596,072.00
3. Employee Benefits	3000-3999	3,614,650.00	2.07%	3,689,480.00	3.02%	3,801,011.00
4. Books and Supplies	4000-4999	1,299,115.00	-16.99%	1,078,426.00	0.00%	1,078,426.00
5. Services and Other Operating Expenditures	5000-5999	2,137,164.00	-18.71%	1,737,373.00	0.91%	1,753,130.00
6. Capital Outlay	6000-6999	153,616.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	319,236.00	0.00%	319,236.00	0.00%	319,236.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		14,240,238.00	-5.10%	13,514,091.00	1.52%	13,719,674.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(1,142,592.00)		212,633.00		245,487.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1c)		1,166,171.94		23,579.94		236,212.94
2. Ending Fund Balance (Sum lines C and D1)		23,579.94		236,212.94		481,699.94
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	23,580.03		236,212.94		481,699.94
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	(0.09)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		23,579.94		236,212.94		481,699.94

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
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.						
Reduction of staff due to loss of one time funding.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 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	32,850,088.00	2.67%	33,726,028.00	3.14%	34,785,747.00
2. Federal Revenues	8100-8299	3,041,769.00	-0.10%	3,038,761.00	0.00%	3,038,761.00
3. Other State Revenues	8300-8599	3,913,119.00	-14.28%	3,354,501.00	0.00%	3,354,501.00
4. Other Local Revenues	8600-8799	2,657,175.00	0.00%	2,657,175.00	0.00%	2,657,175.00
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)		42,477,151.00	0.74%	42,791,465.00	2.48%	43,851,184.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				19,010,816.00		18,952,615.00
b. Step & Column Adjustment				221,596.00		226,358.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(279,797.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,010,816.00	-0.31%	18,952,615.00	1.19%	19,178,973.00
2. Classified Salaries						
a. Base Salaries				8,020,653.00		7,881,777.00
b. Step & Column Adjustment				99,305.00		99,305.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(238,181.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,020,653.00	-1.73%	7,881,777.00	1.26%	7,981,082.00
3. Employee Benefits	3000-3999	10,001,104.00	3.04%	10,305,242.00	4.28%	10,746,208.00
4. Books and Supplies	4000-4999	2,533,336.00	-32.62%	1,706,928.00	0.00%	1,706,928.00
5. Services and Other Operating Expenditures	5000-5999	4,624,604.00	-8.64%	4,224,813.00	0.37%	4,240,570.00
6. Capital Outlay	6000-6999	203,404.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	75,729.00	-100.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(130,922.00)	0.00%	(130,922.00)	0.00%	(130,922.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	195,422.00	0.00%	195,422.00	0.00%	195,422.00
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)		44,534,146.00	-3.14%	43,135,875.00	1.81%	43,918,261.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(2,056,995.00)		(344,410.00)		(67,077.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1c)		4,374,558.77		2,317,563.77		1,973,153.77
2. Ending Fund Balance (Sum lines C and D1)		2,317,563.77		1,973,153.77		1,906,076.77
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740	23,580.03		236,212.94		481,699.94
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	75,400.00		75,400.00		75,400.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,198,583.83		1,641,540.83		1,328,976.83
2. Unassigned/Unappropriated	9790	(0.09)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,317,563.77		1,973,153.77		1,906,076.77

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,198,583.83		1,641,540.83		1,328,976.83
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.09)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		2,198,583.74		1,641,540.83		1,328,976.83
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		4.94%		3.81%		3.03%
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 and 6500-6540, 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 AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		3,383.45		3,392.45		3,402.45
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		44,534,146.00		43,135,875.00		43,918,261.00
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)		44,534,146.00		43,135,875.00		43,918,261.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,336,024.38		1,294,076.25		1,317,547.83
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,336,024.38		1,294,076.25		1,317,547.83
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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

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

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist for the current year will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2019-20)				
District Regular	3,441.00	3,435.07		
Charter School		0.00		
Total ADA	3,441.00	3,435.07	-0.2%	Met
1st Subsequent Year (2020-21)				
District Regular	3,392.45			
Charter School				
Total ADA	3,392.45	0.00	-100.0%	Not Met
2nd Subsequent Year (2021-22)				
District Regular	3,402.45			
Charter School				
Total ADA	3,402.45	0.00	-100.0%	Not Met

1B. Comparison of District ADA to the Standard

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

- 1a. STANDARD NOT MET - The projected change since budget adoption for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

2019-20 budget was decreased due to unexpected drop in enrollment.

2. CRITERION: Enrollment

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

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2019-20)				
District Regular	3,610	3,545		
Charter School				
Total Enrollment	3,610	3,545	-1.8%	Met
1st Subsequent Year (2020-21)				
District Regular	3,610	3,555		
Charter School				
Total Enrollment	3,610	3,555	-1.5%	Met
2nd Subsequent Year (2021-22)				
District Regular	3,610	3,565		
Charter School				
Total Enrollment	3,610	3,565	-1.2%	Met

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal 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: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal 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.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2016-17)			
District Regular	3,453	3,616	
Charter School			
Total ADA/Enrollment	3,453	3,616	95.5%
Second Prior Year (2017-18)			
District Regular	3,468	3,639	
Charter School			
Total ADA/Enrollment	3,468	3,639	95.3%
First Prior Year (2018-19)			
District Regular	3,433	3,578	
Charter School	0		
Total ADA/Enrollment	3,433	3,578	95.9%
Historical Average Ratio:			95.6%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			96.1%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal 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.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2019-20)				
District Regular	3,383	3,545		
Charter School	0			
Total ADA/Enrollment	3,383	3,545	95.4%	Met
1st Subsequent Year (2020-21)				
District Regular	3,392	3,555		
Charter School				
Total ADA/Enrollment	3,392	3,555	95.4%	Met
2nd Subsequent Year (2021-22)				
District Regular	3,402	3,565		
Charter School				
Total ADA/Enrollment	3,402	3,565	95.4%	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 current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

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

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District's Projected Change in LCFF Revenue

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

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01CS, Item 4B)	Projected Year Totals		
Current Year (2019-20)	32,722,779.00	32,850,088.00	0.4%	Met
1st Subsequent Year (2020-21)	34,032,166.00	33,726,028.00	-0.9%	Met
2nd Subsequent Year (2021-22)	34,930,607.00	34,785,747.00	-0.4%	Met

4B. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD MET - LCFF revenue has not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal 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: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2016-17)	25,223,896.71	28,487,354.89	88.5%
Second Prior Year (2017-18)	25,317,998.22	29,429,048.47	86.0%
First Prior Year (2018-19)	26,044,579.70	28,342,425.47	91.9%
	Historical Average Ratio:		88.8%

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
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):	85.8% to 91.8%	85.8% to 91.8%	85.8% to 91.8%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

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

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2019-20)	26,701,466.00	30,098,486.00	88.7%	Met
1st Subsequent Year (2020-21)	26,760,578.00	29,426,362.00	90.9%	Met
2nd Subsequent Year (2021-22)	27,337,381.00	30,003,165.00	91.1%	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 current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

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 current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

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

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

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

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

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

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
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Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)

Current Year (2019-20)	2,512,521.00	3,041,769.00	21.1%	Yes
1st Subsequent Year (2020-21)	2,512,521.00	3,038,761.00	20.9%	Yes
2nd Subsequent Year (2021-22)	2,512,521.00	3,038,761.00	20.9%	Yes

Explanation:
(required if Yes)

Due to 18-19 carryover in Title I, Title II, Title III, and increased funding in MAA and ECE Math Initiative.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)

Current Year (2019-20)	3,229,570.00	3,913,119.00	21.2%	Yes
1st Subsequent Year (2020-21)	3,229,570.00	3,354,501.00	3.9%	No
2nd Subsequent Year (2021-22)	3,229,570.00	3,354,501.00	3.9%	No

Explanation:
(required if Yes)

Due to One Time Preschool Special Education funding, CTE funding and additional Lottery revenue.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)

Current Year (2019-20)	2,330,922.00	2,657,175.00	14.0%	Yes
1st Subsequent Year (2020-21)	2,330,922.00	2,657,175.00	14.0%	Yes
2nd Subsequent Year (2021-22)	2,330,922.00	2,657,175.00	14.0%	Yes

Explanation:
(required if Yes)

NASA, NGSS and local site donations.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)

Current Year (2019-20)	1,433,190.00	2,533,336.00	76.8%	Yes
1st Subsequent Year (2020-21)	1,392,190.00	1,706,928.00	22.6%	Yes
2nd Subsequent Year (2021-22)	1,392,190.00	1,706,928.00	22.6%	Yes

Explanation:
(required if Yes)

Increase is due to S&C carryovers, site carryovers and increase in restricted revenue.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)

Current Year (2019-20)	3,923,822.53	4,624,604.00	17.9%	Yes
1st Subsequent Year (2020-21)	3,949,079.00	4,224,813.00	7.0%	Yes
2nd Subsequent Year (2021-22)	3,974,335.00	4,240,570.00	6.7%	Yes

Explanation:
(required if Yes)

Increase is due to maintenance carryovers, site carryovers and increase in restricted revenue.

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2019-20)	8,073,013.00	9,612,063.00	19.1%	Not Met
1st Subsequent Year (2020-21)	8,073,013.00	9,050,437.00	12.1%	Not Met
2nd Subsequent Year (2021-22)	8,073,013.00	9,050,437.00	12.1%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2019-20)	5,357,012.53	7,157,940.00	33.6%	Not Met
1st Subsequent Year (2020-21)	5,341,269.00	5,931,741.00	11.1%	Not Met
2nd Subsequent Year (2021-22)	5,366,525.00	5,947,498.00	10.8%	Not Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year 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 6A
if NOT met)

Due to 18-19 carryover in Title I, Title II, Title III, and increased funding in MAA and ECE Math Initiative.

Explanation:
Other State Revenue
(linked from 6A
if NOT met)

Due to One Time Preschool Special Education funding, CTE funding and additional Lottery revenue.

Explanation:
Other Local Revenue
(linked from 6A
if NOT met)

NASA, NGSS and local site donations.

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year 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:
Books and Supplies
(linked from 6A
if NOT met)

Increase is due to S&C carryovers, site carryovers and increase in restricted revenue.

Explanation:
Services and Other Exps
(linked from 6A
if NOT met)

Increase is due to maintenance carryovers, site carryovers and increase in restricted revenue.

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the 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.

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

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,330,100.00	1,330,100.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7)		1,256,446.00	

If status 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)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available 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.

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

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District's Available Reserve Percentages (Criterion 10C, Line 9)	4.9%	3.6%	3.0%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.6%	1.3%	1.0%

8B. Calculating the District's Deficit Spending Percentages

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

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2019-20)	(914,403.00)	30,293,908.00	3.0%	Not Met
1st Subsequent Year (2020-21)	(557,043.00)	29,621,784.00	1.9%	Not Met
2nd Subsequent Year (2021-22)	(312,564.00)	30,198,587.00	1.0%	Met

8C. Comparison of District Deficit Spending to the Standard

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

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

Due to large carryovers and one time funds.

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance Is Positive

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

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals		Status
	(Form 011, Line F2)	(Form MYPI, Line D2)	
Current Year (2019-20)		2,317,563.77	Met
1st Subsequent Year (2020-21)		1,973,153.77	Met
2nd Subsequent Year (2021-22)		1,906,076.77	Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

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

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

Explanation:
(required if NOT met)

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

9B-1. Determining if the District's Ending Cash Balance is Positive

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

Fiscal Year	Ending Cash Balance General Fund		Status
	(Form CASH, Line F, June Column)		
Current Year (2019-20)		1,543,044.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

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

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Current Year data are extracted. If Form MYPI 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 \$69,000 (greater of)	0	to 300
4% or \$69,000 (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 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 (Education Code Section 42238), 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.

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	3,383	3,392	3,402
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 MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

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

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): _____

- Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

	Current Year Projected Year Totals (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

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

	Current Year Projected Year Totals (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	44,534,146.00	43,135,875.00	43,918,261.00
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)	44,534,146.00	43,135,875.00	43,918,261.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,336,024.38	1,294,076.25	1,317,547.83
6. Reserve Standard - by Amount (\$69,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	1,336,024.38	1,294,076.25	1,317,547.83

10C. Calculating the District's Available Reserve Amount

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	2,198,583.83	1,641,540.83	1,328,976.83
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	(0.09)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	2,198,583.74	1,641,540.83	1,328,976.83
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.94%	3.81%	3.03%
District's Reserve Standard (Section 10B, Line 7):	1,336,024.38	1,294,076.25	1,317,547.83
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 - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

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 funded with one-time revenues that have changed since budget adoption by more than five percent?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

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

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

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

District's Contributions and Transfers Standard: -5.0% to +5.0%
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: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2019-20)	(5,241,815.00)	(5,233,647.00)	-0.2%	(8,168.00)	Met
1st Subsequent Year (2020-21)	(5,832,319.00)	(5,865,733.00)	0.6%	33,414.00	Met
2nd Subsequent Year (2021-22)	(5,891,713.00)	(6,104,170.00)	3.6%	212,457.00	Met
1b. Transfers In, General Fund *					
Current Year (2019-20)	5,000.00	5,000.00	0.0%	0.00	Met
1st Subsequent Year (2020-21)	5,000.00	5,000.00	0.0%	0.00	Met
2nd Subsequent Year (2021-22)	5,000.00	5,000.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2019-20)	200,000.00	195,422.00	-2.3%	(4,578.00)	Met
1st Subsequent Year (2020-21)	200,000.00	195,422.00	-2.3%	(4,578.00)	Met
2nd Subsequent Year (2021-22)	200,000.00	195,422.00	-2.3%	(4,578.00)	Met

1d. Capital Project Cost Overruns

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

No

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

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

--

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal 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: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

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

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

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2019
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	1	General Fund/object 8011	General Fund/objects 7438-7439	27,407
Certificates of Participation				
General Obligation Bonds	30	Fund 51/object 8600	Fund 51/7438-7439	25,235,001
Supp Early Retirement Program	5	General Fund/object 8011	General Fund/object 3900	980,687
State School Building Loans				
Compensated Absences				

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2019
TOTAL:				26,243,095

Type of Commitment (continued)	Prior Year (2018-19) Annual Payment (P & I)	Current Year (2019-20) Annual Payment (P & I)	1st Subsequent Year (2020-21) Annual Payment (P & I)	2nd Subsequent Year (2021-22) Annual Payment (P & I)
Capital Leases	42,868	27,403		
Certificates of Participation				
General Obligation Bonds	1,494,225	1,530,266	1,110,881	1,146,646
Supp Early Retirement Program	105,970	259,718	259,718	153,747
State School Building Loans				
Compensated Absences	131,984			

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2018-19) Annual Payment (P & I)	Current Year (2019-20) Annual Payment (P & I)	1st Subsequent Year (2020-21) Annual Payment (P & I)	2nd Subsequent Year (2021-22) Annual Payment (P & I)
Total Annual Payments:	1,775,047	1,817,387	1,370,599	1,300,393
Has total annual payment increased over prior year (2018-19)?		Yes	No	No

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 current 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)

Due to the sale of new bonds.

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.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

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

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

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

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

Yes

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

No

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

No

2. OPEB Liabilities

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. Total OPEB liability	4,856,415.00	5,341,250.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00	5,341,250.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	4,856,415.00	0.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial	Actuarial
Jun 30, 2018	Jun 30, 2019

e. If based on an actuarial valuation, indicate the date of the OPEB valuation.

3. OPEB Contributions

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2019-20)	495,800.00	513,423.00
1st Subsequent Year (2020-21)	495,800.00	513,423.00
2nd Subsequent Year (2021-22)	495,800.00	513,423.00

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

Current Year (2019-20)	167,602.00	199,997.00
1st Subsequent Year (2020-21)	167,602.00	199,997.00
2nd Subsequent Year (2021-22)	167,602.00	1,999,997.00

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

Current Year (2019-20)	150,589.00	150,589.00
1st Subsequent Year (2020-21)	185,473.00	185,473.00
2nd Subsequent Year (2021-22)	239,952.00	239,952.00

d. Number of retirees receiving OPEB benefits

Current Year (2019-20)	30	31
1st Subsequent Year (2020-21)	26	26
2nd Subsequent Year (2021-22)	21	22

4. Comments:

S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

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

1. a. Does your 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 1b-4)

No

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

n/a

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

n/a

2. Self-Insurance Liabilities

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

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

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
 - Current Year (2019-20)
 - 1st Subsequent Year (2020-21)
 - 2nd Subsequent Year (2021-22)

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

- b. Amount contributed (funded) for self-insurance programs
 - Current Year (2019-20)
 - 1st Subsequent Year (2020-21)
 - 2nd Subsequent Year (2021-22)

4. Comments:

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S8. Status of Labor Agreements

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

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

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

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

If Yes, complete number of FTEs, then skip to section S8B.
If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2018-19)	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of certificated (non-management) full-time-equivalent (FTE) positions	204.8	205.9	205.9	205.9

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

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, complete questions 6 and 7.

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

If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

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

2b. Per Government Code Section 3547.5(b), was the collective bargaining 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 collective bargaining agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes

One Year Agreement

Total cost of salary settlement	258,801	72,858	72,858
---------------------------------	---------	--------	--------

% 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

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Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
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7. Amount included for any tentative salary schedule increases

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

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
1,799,773	1,799,773	1,799,773
60.8%	60.8%	60.8%
0.0%	0.0%	0.0%

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

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

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

No		
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Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	No
220,996	220,996	220,996
0.0%	0.0%	0.0%

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

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
Yes	No	No

Certificated (Non-management) - Other

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

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

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

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?
If Yes, complete number of FTEs, then skip to section S8C.
If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2018-19)	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of classified (non-management) FTE positions	206.7	203.8	201.8	201.8

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

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, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?
If Yes, complete questions 6 and 7.

Negotiations Settled Since Budget Adoption

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

2b. Per Government Code Section 3547.5(b), was the collective bargaining 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 collective bargaining agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes

One Year Agreement

Total cost of salary settlement	167,106	87,222	87,222
---------------------------------	---------	--------	--------

% 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

7. Amount included for any tentative salary schedule increases

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

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

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
905,633	905,633	905,633
75.0%	75.0%	75.0%
0.0%	0.0%	0.0%

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

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

No		
----	--	--

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

Classified (Non-management) Step and Column Adjustments

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
99,305	99,305	99,305
0.0%	0.0%	0.0%

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

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

Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
Yes	No	No

Classified (Non-management) - Other

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

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

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

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

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

If Yes or n/a, complete number of FTEs, then skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2018-19)	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of management, supervisor, and confidential FTE positions	41.0	42.0	41.0	41.0

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

If Yes, complete question 2.

If No, complete questions 3 and 4.

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

If Yes, complete questions 3 and 4.

Negotiations Settled Since Budget Adoption

2. Salary settlement:

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

Total cost of salary settlement

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

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes	Yes
64,981	21,660	21,660	

Negotiations Not Settled

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

4. Amount included for any tentative salary schedule increases

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

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

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes	Yes
315,571	315,571	315,571	315,571
57.8%	57.8%	57.8%	57.8%
0.0%	0.0%	0.0%	0.0%

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes	Yes
62,869	62,869	62,869	62,869
50.0%	50.0%	50.0%	50.0%

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

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Current Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes	Yes

S9. Status of Other Funds

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

S9A. Identification of Other Funds with Negative Ending Fund Balances

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

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No

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

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

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is enrollment decreasing in both the prior and current fiscal years?
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?
- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- 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.)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

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

Comments:
(optional)

End of School District First Interim Criteria and Standards Review



Galt Joint Union Elementary School District

Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: December 13, 2019	Agenda Item: 192.044 First Reading of Board Policy (BP) 9010 Public Statements
Presenter: Karen Schauer	First Reading: XX Information Item: Public Hearing:

The attached board bylaws policy has been updated to include social media modeled from a CSBA sample policy.

This is a first reading for board discussion and feedback.

Galt Joint Union ESD

Board Bylaw

Public Statements

BB 9010

Board Bylaws

The Governing Board recognizes the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the district, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding district issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative.

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 9121 - President)

(cf. 9200 - Limits of Board Member Authority)

When speaking for the district, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board. (Government Code 54963)

(cf. 9005 - Governance Standards)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 1340 - Access to District Records)
(cf. 9012 - Board Member Electronic Communications)

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

GOVERNMENT CODE

6250-6270 California Public Records Act

54960 Actions to stop or prevent violation of meeting provisions

54963 Confidential information in closed session

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Bylaw: GALT JOINT UNION SCHOOL DISTRICT

Adopted: