

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

**Regular Board Meeting
December 14, 2020
7:00 p.m. Open Session**

To Join Meeting
Webinar Link: <https://galt-k12-ca.zoom.us/j/83311936781?pwd=L3lKcXRlUk0dz09SUDhMdmRMRGIMSmIvUik0dz09>
Passcode: 302032
Webinar ID: 833 1193 6781
Telephone: 669-900-6833

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

AGENDA

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

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

Public Comment will be accepted by teleconference following the teleconference protocol included in the board packet.

- Public Comment is limited to three minutes or less.
- Comments indicating agenda topics can also be emailed to kbock@galt.k12.ca.us by 12:00 p.m. on December 11, 2020 and is limited to 450 words.

Individuals requiring reasonable modifications to access the meeting or accommodations in order to observe or participate in the Board meeting are invited to contact Kauai Bock at 209-744-4545 or at kbock@galt.k12.ca.us by December 11, 2020.

- A. Call Meeting to Order, Flag Salute, Webinar Protocols**
- B. Announcement of Results of Board Member Election as Per Elections Code §15400**
- C. The Oath of Office** will be administered to the following candidates to the office of Galt Joint Union Elementary School District Governing Board Member at an election duly held therein on the 3rd day of November, 2020
 - 1. Traci Skinner
 - 2. Casey Raboy
- D. Recognition**
 - 1. Governing Board President Service
- E. New Business**
 - 202.141 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

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.

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.

1. Reopening Schools Update and Discussion

LCAP GOAL 3

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

LCAP GOAL 4

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

1. School Facility Program Fund Release: \$2.1 Million in Hardship Facilities Funds

G. Recommended Actions/Routine Matters/New Business

- | | |
|--|---------------------------------|
| <p>202.142 Consent Calendar</p> <p>a. Approval of the Agenda</p> <p>At a regular meeting, the Board may take action upon an item of business not appearing on the posted agenda if, <u>first</u>, the Board publicly identifies the item, and <u>second</u>, one or more of the following occurs:</p> <ul style="list-style-type: none">1) The Board, by a majority vote of the full Board, decides that an emergency (as defined in Government Code section 54956.5) exists; or2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting. <p>b. Minutes: November 18, 2020 Regular Board Meeting</p> <p>c. Payment of Warrants –
<u>Certificated/Classified Payrolls Dated:</u> 11/30/2020, 12/10/2020
<u>Vendor Warrant Numbers:</u> 21378216-21378249; 21379586-221379671, 21380498-21380505; 21380986-21381059</p> <p>d. Personnel</p> <ul style="list-style-type: none">1. Resignations/Retirement2. Leave of Absence Requests3. New Hires <p>e. Donations</p> | <p>MOTION</p> |
| <p>202.143 Consent Calendar (Continued) – Items Removed for Later Consideration</p> | <p>CC
Items
Removed</p> |
| <p>202.144 Board of Trustees Committee Member Reorganization for 2021</p> | <p>MOTION</p> |
| <p>202.145 Board Consideration of Approval of GJUESD First Interim Report 2020-2021</p> | <p>MOTION</p> |

- | | | |
|----------------|---|------------------|
| 202.146 | Board Consideration of Approval of Local Control Funding Formula (LCFF) Budget Overview for Parents | MOTION |
| 202.147 | Board Consideration of Approval of Resolution No. 7; Authorizing District Participation in the California School Finance Authority State Aid Intercept Notes Through the Issuance and Sale of One or More Series of Tax and Revenue Anticipation Notes (TRANS) in Fiscal Year 2020-21 | MOTION |
| 202.148 | Board Consideration of Approval of Resolution No. 8; Notice of Completion for McCaffrey Middle School Track and Field Project | MOTION |
| 202.149 | Board Consideration of Approval of 2019/20 GJUESD Single Plans for Student Achievement <ul style="list-style-type: none"> • Lake Canyon Elementary • Marengo Ranch Elementary • River Oaks Elementary • Valley Oaks Elementary • Vernon E. Greer Elementary • Robert L. McCaffrey Middle School | MOTION |
| 202.150 | Board Consideration of Approval of GJUESD and California School Employees Association (CSEA) and Its Galt Elementary Chapter #362 Memorandum Of Understanding to Increase Hours for Warehouse Worker and New Job Classification for Food & Nutrition District Clerk | MOTION |
| 202.151 | California School Employees Association (CSEA) and its GJUESD Chapter No. 362 Initial Proposal for Fiscal Year 2020-21 with GJUESD: <ul style="list-style-type: none"> • Article V – Hours and Overtime • Article XV – Transportation • Article XVII – Professional Growth Program • Article XVIII – Fringe Benefits • Article XIX – Wages • Article XXIII – Yard Supervisors • Article XXVIII – School Social Workers (New Article) | Information Item |
| 202.152 | GJUESD Proposal for Fiscal Year 2020-21 with California School Employees Association (CSEA) and its GJUESD Chapter No. 362 <ul style="list-style-type: none"> • Article VII – Employee Performance Evaluations | Information Item |

H. Public Comments for topics not on the agenda
Public comment should be limited to three minutes or less pending Board President approval.

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

J. Adjournment

The next regular meeting of the GJUESD Board of Education: January 27, 2021

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
BOARD MEETING WEBINAR PROTOCOL

SESSION INTRODUCTION

1. Session is being recorded
2. Devices are muted

MAKING PUBLIC COMMENT PER ACTION ITEM

Email Public Comment

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

Teleconference Webinar Public Conference

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

BOARD VOTE and CONNECTIVITY

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



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: 12/14/2020	Agenda Item: Announcement of Results of Board Member Election as Per Elections Code §15400
Presenter: Karen Schauer	Action Item: Information Item: XX

Please see the results of the Official Canvass conducted by the Registrar of Voters of the County of Sacramento, State of California attached.



**CERTIFICATION OF
REGISTRAR OF VOTERS OF THE
RESULTS OF THE CANVASS
OF THE NOVEMBER 3, 2020,
GENERAL ELECTION**

STATE OF CALIFORNIA } ss.
County of Sacramento }

I, Courtney Bailey-Kanelos, Registrar of Voters of County of Sacramento, do hereby certify that in pursuance of Section 15300, et seq., I did canvass the results of the votes cast in the General Election held in said County on November 3, 2020, for measures and contests that were submitted to the vote of the voters, and that the Statement of Votes Cast, to which this certificate is attached is full, true, and correct.

I hereby set my hand and official seal this 1st day of December, 2020, at the County of Sacramento.



Courtney Bailey-Kanelos
Registrar of Voters
County of Sacramento
State of California

STATE OF CALIFORNIA }
County of Sacramento } ss.

CERTIFICATE OF FACTS

I, COURTNEY BAILEY-KANELOS, Registrar of Voters of the County of Sacramento, State of California, do hereby certify that the names of the candidates shown below were submitted to the known qualified electors in Sacramento County in the **Galt Joint Union Elementary School District** for the purpose of electing **Two (2) Governing Board Members** at the November 3, 2020 Presidential General Election.

The results of the Official Canvass conducted by this office are as follows:

Name	Sacramento Votes Cast	San Joaquin Votes Cast	Totals
Traci Skinner*	6,179	377	6,556
Casey Raboy*	5,970	314	6,284
Jared Brian Gaynor	3,978	196	4,174

And that the conduct of the election and canvass of the ballots was in every respect in accordance with the election laws of the State of California.

Witness My Hand and Seal this 1st day of December, 2020.




COURTNEY BAILEY-KANELOS
REGISTRAR OF VOTERS
County of Sacramento
State of California

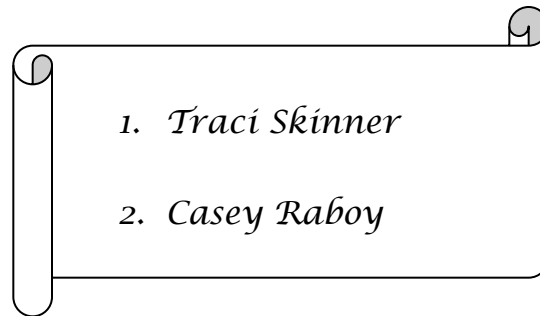
*Elected



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: Board Member Oath of Office
Presenter: Karen Schauer	Action Item: Information Item: XX

The Oath of Office will be administered to the following candidates to the office of Galt Joint Union Elementary School District Governing Board Member at an election duly held therein on the 3rd day of November, 2020.

- 
1. *Traci Skinner*
 2. *Casey Raboy*



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: Recognition
Presenter: Karen Schauer	Action Item: Information Item: XX

1. Governing Board President Service



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.141 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 14, 2020	Agenda Item: Reports
Presenter: Karen Schauer	Action Item: Information Item: XX

LCAP GOAL 1

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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.

1. Reopening Schools Update and Discussion

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

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

1. School Facility Program Fund Release: \$2.1 Million in Hardship Facilities Funds



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.

1. Reopening Schools Update and Discussion

Presenter: Karen Schauer Ed.D., Superintendent

At this time, GJUESD is planning to reopen school aligned with the GJUESD Transitional Reopening Model. GJUESD can reopen for in-person instruction when Sacramento County returns to Red Tier 2 and remains there for two weeks. Reopening school with the blended in person instruction model could take place January 19th or at a later date, depending on conditions. Families who confirmed their request to continue distance learning will be provided a home learning program.

Since the November 18th regular board meeting, the following steps have been taken or are planned for roll-out before or after winter break:

1. December 4, 2020: Communications package disseminated to staff and parents
 - a. Superintendent's Reopening School Update Video
 - b. Reopening Pathways Infographic
 - c. Reopening School Staff and Parent Publication
2. December 7, 2020: Free employee surveillance testing as proactive action to prevent COVID-19 spread
3. Week of December 7th: District committees convened including the District Advisory Committee, District English Learner Advisory Committee and Special Education Parent Advisory Committee
4. December 7, 2020: Employee Safety Commitment Compact disseminated to employees for review and signature
5. Prior to winter break, roll-out of AM/PM blended learning schedules to families
6. Week of December 14th: Learning on-line Employee COVID-19 Prescreening Tool
7. Week of January 4th: Families receive on-line COVID-19 Prescreening Tool and Student Safety Commitment Compact

Attachments:

1. Revised Transitional Reopening School Model
 - a. Indicates tier levels realigned to learning program models, given November board-approved GEFA Blended Learning Agreement
2. Reopening School Learning Pathways Infographic
3. Reopening School Growing Pathways Publication

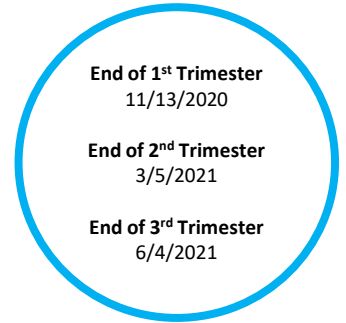
GJUESD Transitional Reopening Schools Model

Transition levels are fluid and dependent on status of health pandemic and future Stay At Home Orders.



Galt Joint Union Elementary School District

	DISTANCE LEARNING TIER Purple	TARGETED, SPECIALIZED SUPPORT SERVICES TIER Purple	BLENDED TIER Red & TIER Orange	MODIFIED TRADITIONAL TIER Yellow	TRADITIONAL No Restrictions
PROGRAM	SAFETY AND PREPAREDNESS Start Date August 20, 2020	In-person targeted, support and services to small groups of students	Phase-In Reopening (1/2 of students on campus in AM or PM)	EXPANDED REOPENING (all students on campus at one time)	FULL REOPENING (all students on campus at one time)
LEARNING LOCATION(S) & SCHEDULE	HOME 5 DAYS PER WEEK	SCHOOL 25 % Capacity	SCHOOL/HOME 4 DAYS ON CAMPUS in AM or PM 1 DAY DISTANCE LEARNING	SCHOOL 5 DAYS PER WEEK	SCHOOL 5 DAYS PER WEEK
TRANSITION FACTORS	Stay At Home Order or CDPH Monitor List ● TIER 1 Purple Risk Level = Widespread More than 7 new COVID-19 cases per 100K and more than 8% positive tests No on-campus learning or support services due to CA health conditions or CA Stay At Home order in place Daily live virtual learning sessions and online/electronic assignments	Satisfy all conditions detailed in the Cohorting Guidance ● TIER 1 Purple Risk Level = Widespread More than 7 new COVID-19 cases per 100K and more than 8% positive tests Limited cohort size Restricted cohort mixing Maintain proper physical distancing, masking, cleaning and other safety measures	Public Health recommendation with Board direction ● TIER 2 or Red Risk Level = Substantial More than 4 or 7 new COVID-19 cases per 100K and more than 5-8% positive tests ● TIER 3 or Orange Risk Level = Moderate More than 1 to 3.9 new COVID-19 cases per 100K and more than 2-4.9% positive On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment. Direct Instruction takes place as school and Extended Learning at home.	Public Health recommendation with Board direction (Decreasing infection rate) ● TIER 4 or YELLOW Risk Level = Moderate More than 1 new COVID-19 cases per 100K and less than 2% positive tests On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment. Core instruction and Extended Learning takes place at school. OPTION: Extended Learning takes place at home.	Public Health Recommendation with Board direction No restrictions or requirements for social distancing, gatherings and personal protective equipment use. Learning takes place at school with homework as an extension of learning.



ELEMENTARY SCHOOL WAIVER

TK-6: Permits school districts to reopen for in-person instruction with the following transition factors:

- Consultation with labor, parent and community organizations
- Publish elementary school reopening plans
- Address Health and Safety topics consistent with guidance from California Department of Public Health (CDPH) and the local health department

TIER FRAMEWORK, California Blueprint for a Safer Economy

- California Department of Public Health (CDPH) will release updated tier assignments on Tuesdays
- A county must remain in a tier for a minimum of three weeks before being able to advance to a less restrictive tier
- Must meet criteria for the next less restrictive tier for both measures for the prior two consecutive weeks in order to progress to the next tier

Sacramento County

9/23/2020
TIER Purple
Distance Learning
6.2 cases/100K
4.6% Positivity

9/29/2020
TIER Red
Distance Learning
6.6 cases/100k
4.6 positivity

11/10/2020
TIER Purple
Distance Learning
9.7 cases/100k
4.1 positivity

12/1/2020
TIER Purple
Distance Learning
26.6 cases/100k
9.4% positivity

Growing And Learning Together



Galt Joint Union Elementary School District



We measure our performance and progress in many ways, including surveys and the California School Dashboard, which tell us we need to continue to focus on:
 1. Engagement, school connectedness, and meaningful participation; 2. Math; and
 3. Chronic absenteeism (particularly for homeless and kindergarten students).

9 of 10

Students say:

"I feel safe at school and rules are clear."
 "I am motivated to learn."

-CalSCHLS 2020

8 of 10 Parents say:

"Schools treat all students with respect."
 "School is a safe place for my child."

"School employees are caring and promote academic success for all students."

-CalSCHLS 2020

9 of 10

Teachers and Staff say:

"Teachers and staff have respect for diversity."

"Teachers and Staff have caring relationships and high expectations for students."

"Schools integrate special education into daily operations."

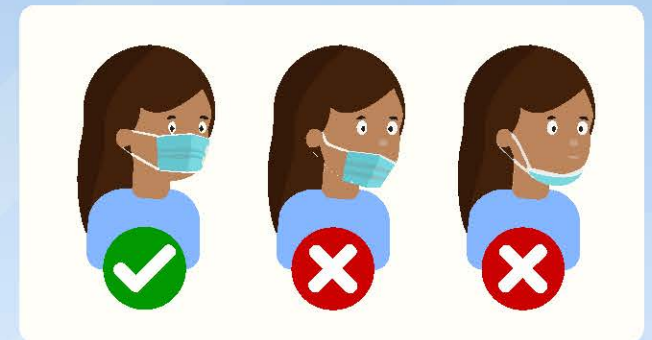
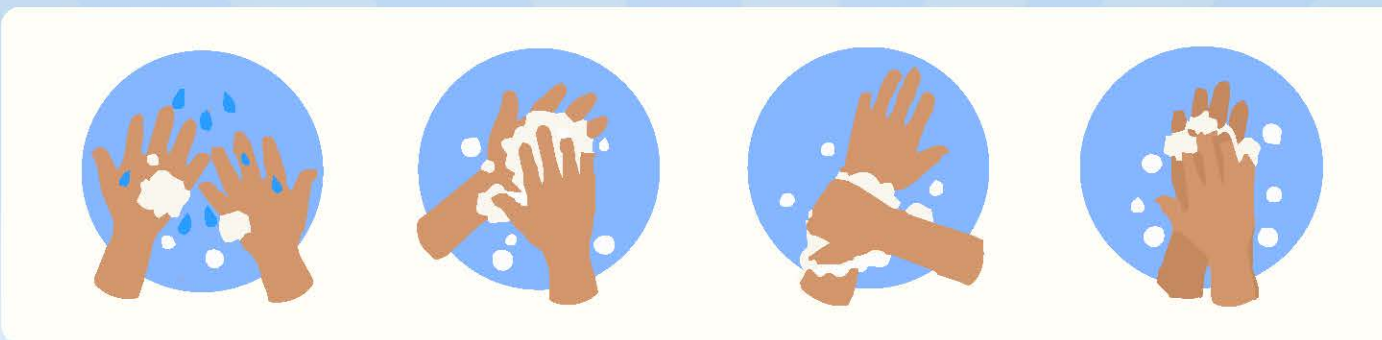
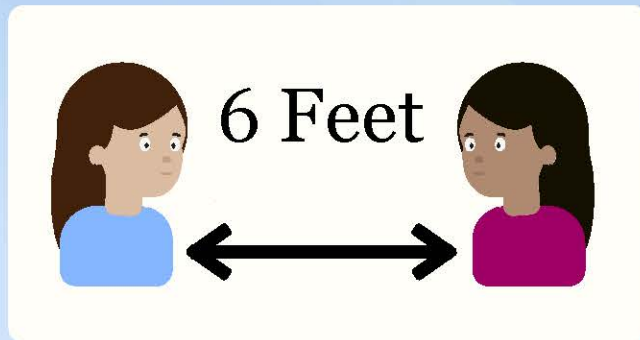
-CalSCHLS 2020

School Reopening Phases

- 1. Distance Learning**
Students home 5 days per week
County Health Tiers that determine stay at home orders
Purple Tier
- 2. Targeted, Specialized Support Service**
Limited students on campus in small cohorts
Purple Tier
- 3. Blended Learning**
Students at school 4 days a week in the AM or PM with home assignments
Red & Orange Tiers
- 4. Modified Traditional**
Students at school 5 days per week with social distance, PPE, and other safety protocols in place
Yellow Tier
- 5. Traditional**
Students at school 5 days per week without restrictions for gatherings and PPE use

Transitional levels are fluid and dependent on the status of the pandemic and future stay at home orders

Important Health and Safety Precautions Until we Return to Traditional Learning



5 Principles of Social & Emotional Learning guide this work to personalize education

- Adopt whole-child development as the goal of education
- Partner with families and community
- Commit to equity
- Build capacity
- Learn and improve

Growing And Learning Together

continues to be important as we transition to on campus learning and navigate through pathways to a brighter future for each and every learner.

1 Provide safe and nimble high quality learning

2 Offer multiple learning options

3 Support staff with professional growth time and opportunities

4 Take collective responsibility for growth and achievement

Personalized Learning

Personalized means that each learner has a unique path created through strengths, goals and aspirations. It is like a winding road journey - "every day - get a little bit closer."

Multiple Paths

There are many ways to teach and many ways to learn, so our schools use different models to encourage students to follow their own strength-based plan to prepare them for high school and beyond.

- Equity
- Teamwork
- Transparency
- Continuous Improvement

Learning Continuity Focus

About GJUESD

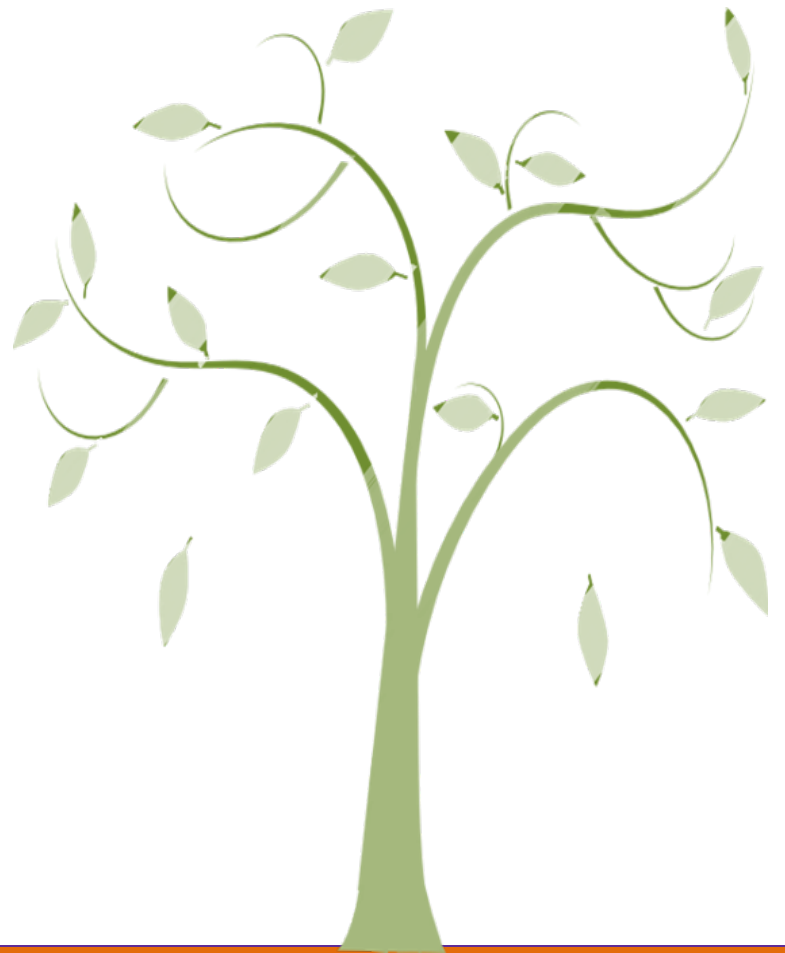
- 510 Teachers and other staff
- 7 Schools
- Rural central California community
- 3,500 students
- 1 of 5 is an English Language Learner
- 3 of 5 are low income



Galt Joint Union Elementary School District

Reopening Schools Our Growing Pathways

December 4, 2020



A big thank you!

Thank you for your continued support as we prepare to transition from distance learning to on-campus learning through a safe and gradual reopening.

Please watch for on-going school district website, email, or social media reopening school updates.

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INTRODUCTION

Message from Karen Schauer, Ed.D., Superintendent



**GJUESD
REOPENING
PATHWAYS
INFOGRAPHIC**

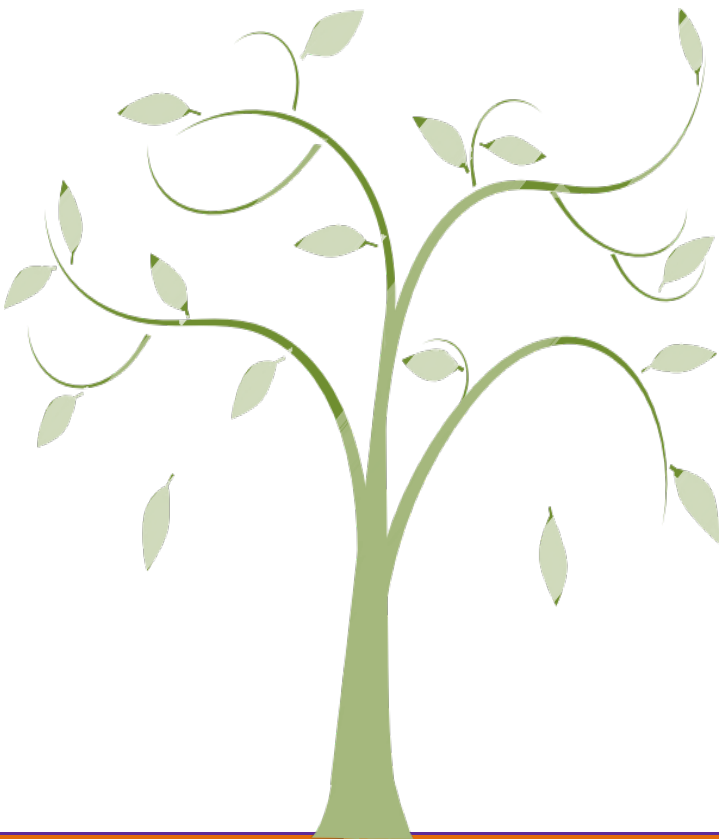
**TRANSITIONAL
REOPENING
SCHOOLS
OVERVIEW MODEL**

**BLENDED
LEARNING
SCHEDULES FOR
PREK-8 SCHOOLS**

**INDIVIDUAL
COMMITMENT TO
SAFETY
PROTOCOL**

**DAILY COVID-19
SCREENING**

**STAFF AND
STUDENT HEALTH
AND SAFETY
GUIDANCE**



INTRODUCTION

Message from Karen Schauer, Ed.D., Superintendent

Dear Parents and Staff,

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every learner while focusing upon health and safety to reopen schools. Progress has been made to transition from distance learning to on-campus instruction and services for our children.

We are planning to reopen in a blended learning AM/PM schedule in January 2021 depending on pandemic conditions. The blended learning model adjusts school schedules to reduce the number of students on campus at one time by 50% while providing students in-person meeting time with their teacher four days per week.

We need to work together to ensure we are consistently following safety protocols across our school district so our progression to on-campus learning can continue advancing throughout the school year. This is a system-wide effort that involves the cooperation and consistency of practices involving staff, students, parents and community.

This Reopening Schools publication, provides information for employee and family member reference. This includes the following reopening schools items for your review:

1. GJUESD Reopening Pathways Infographic
2. GJUESD Initial Reopening Schools Overview and Model
3. Blended Learning Schedules
4. Individual Commitment to Safety Protocol: Parents, Student and Employee
5. Daily Prescreening Student and Staff Template Example
6. Staff and Student Health and Safety Guidance

As our school year progresses, the school district will continue efforts to

1. Provide high-quality learning that is safe and nimble through unforeseen change.
2. Offer whole learner educational options: in-person, blended, and home study.
3. Support staff with the time and opportunities for on-going planning and professional growth.
4. Ensure systems responsibility for whole learner growth and achievement: learners, staff, parents.

Growing And Learning Together continues to be important as we transition to on-campus learning and navigate through pathways to a brighter future for each and every learner. With gratitude and hopefulness, I thank you for your patience, ideas and commitment to supporting learning for our children- each and every one of them!

Sincerely,
 Karen Schauer, Ed.D.
 GJUESD Superintendent

Contact Information

Fairsite School Readiness Center	209-745-2506
Greer Elementary	209-745-2641
Lake Canyon Elementary	209-744-5200
Marengo Ranch Elementary	209-745-5470
River Oaks Elementary	209-745-4614
Valley Oaks Elementary	209-745-1564
McCaffrey Middle	209-745-5462
District Office	209-744-4545

GJUESD REOPENING PATHWAYS

INFOGRAPHIC

Growing And Learning Together continues to be important as we transition to on-campus learning and navigate through pathways to a brighter future for each and every learner. The Reopening Pathways Infographic tells our story for 2020-21 learning continuity focus areas, transition program models and safety.



INTRODUCTION

**GJUESD
REOPENING
PATHWAYS
INFOGRAPHIC**

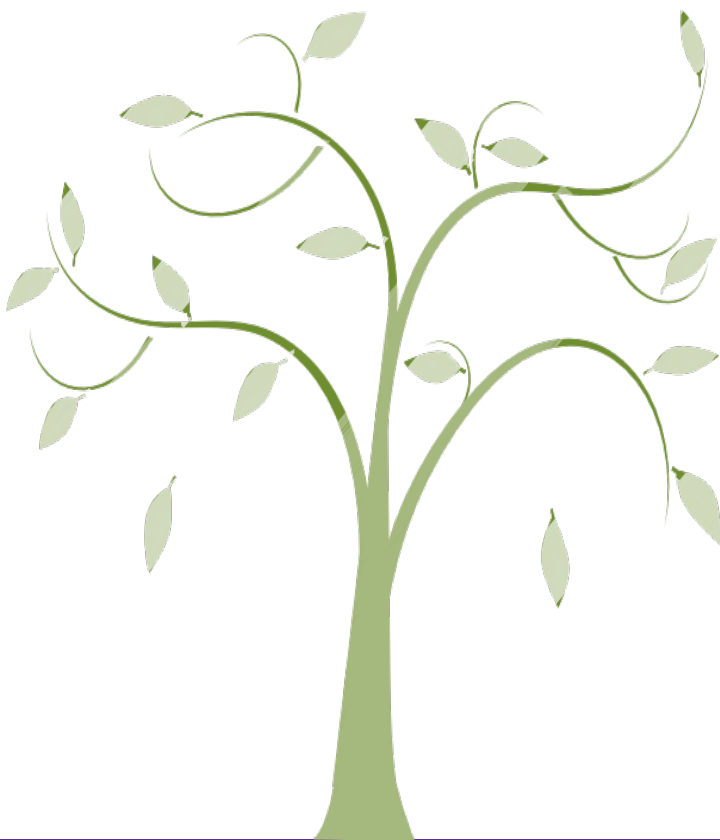
**TRANSITIONAL
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**INDIVIDUAL
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Growing And Learning Together



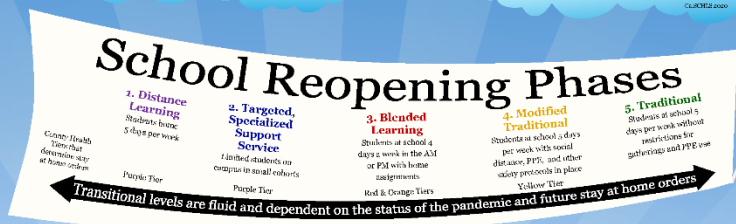
We measure our performance and progress in many ways, including surveys and the California School Dashboard, which tell us we need to continue to focus on:

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9 of 10 Teachers and Staff say:
 "Teachers and staff have caring relationships and high expectations for students."
 "Schools integrate special education into daily operations."
CALSTAR 2020



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5 Principles of Social & Emotional Learning guide this work to personalize education

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- Learn and improve

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- 2 Offer multiple learning options
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- 4 Take collective responsibility for growth and achievement

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 Personalized means that each learner has a unique path created through strengths, goals and aspirations. It is like a winding road journey - "every day - get a little bit closer."

Multiple Paths
 There are many ways to teach and many ways to learn, so our schools use different models to encourage students to follow their own strength-based plan to prepare them for high school and beyond.

- Equity
- Teamwork
- Transparency
- Continuous Improvement

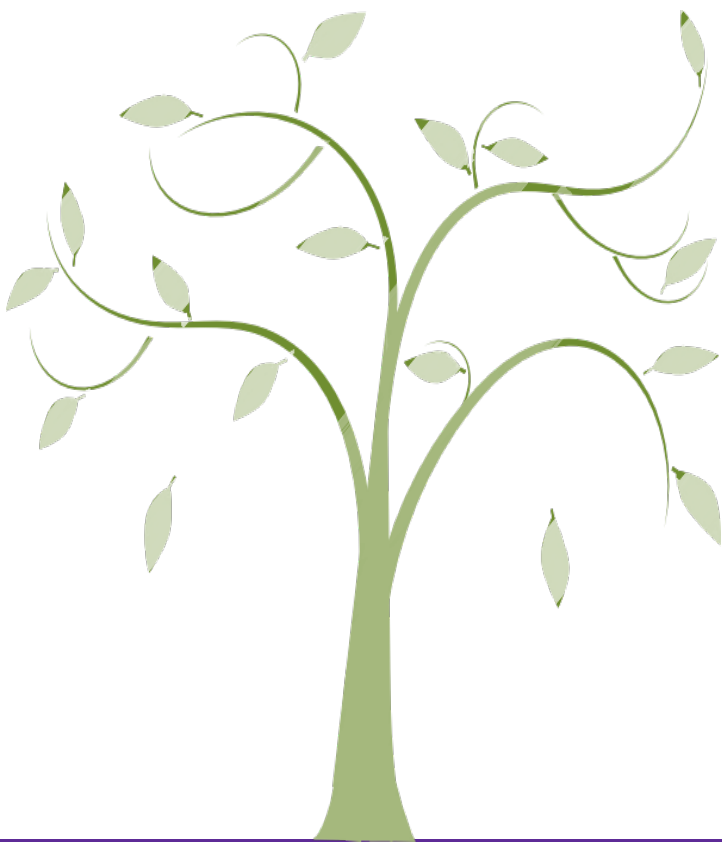
Learning Continuity Focus

About GJUESD

- 510 Teachers and other staff
- 7 Schools
- Rural central California community
- 3,500 students
- 1 of 5 is an English Language Learner
- 3 of 5 are low income

TRANSITIONAL REOPENING SCHOOLS OVERVIEW MODEL

The GJUESD Initial Transitional Model for Reopening Schools was approved by the GJUESD Board of Trustees on July 22, 2020. Instructional programs progress in alignment with improving pandemic severity levels from Tier 1 through Tier 4.



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GJUESD *Initial* Transitional Reopening Schools Model

Transition levels are fluid and dependent on status of health pandemic and future Stay At Home Orders.

	<p>➡ DISTANCE LEARNING</p> <p>TIER Purple</p>	<p>➡ TARGETED SPECIALIZED SUPPORT SERVICES</p> <p>TIER Purple</p>	<p>➡ BLENDED</p> <p>TIER Red & TIER Orange</p>	<p>➡ MODIFIED TRADITIONAL</p> <p>TIER Yellow</p>	<p>➡ TRADITIONAL</p> <p>No Restrictions</p>
<p>PROGRAM</p>	<p>SAFETY AND PREPAREDNESS Start Date August 20, 2020</p>	<p>In-person targeted, support and services to small groups of students</p>	<p>Phase-in Reopening (½ of students on campus) AM or PM</p>	<p>EXPANDED REOPENING (all students on campus at one time)</p>	<p>FULL REOPENING (all students on campus at one time)</p>
<p>LEARNING LOCATION(S) & SCHEDULE</p>	<p>HOME 5 DAYS PER WEEK</p>	<p>SCHOOL 25% Capacity</p>	<p>SCHOOL/HOME 4 DAYS ON CAMPUS 1 DAY of HOME DISTANCE LEARNING</p>	<p>SCHOOL 5 DAYS PER WEEK</p>	<p>SCHOOL 5 DAYS PER WEEK</p>
<p>TRANSITION FACTORS</p>	<p>Stay At Home Order or CDPH Monitor List</p> <p>➡ TIER 1 or Purple Risk Level = Widespread More than 7 new COVID-19 cases per 100K and more than 8% positive tests</p> <p>No on-campus learning or support services due to CA health conditions. Or CA stay At Home order in place</p> <p>Daily live virtual learning sessions and online/electronic assignments</p>	<p>Satisfy all conditions detailed in the Cohorting Guidance</p> <p>➡ TIER 1 or Purple Risk Level = Widespread More than 7 new COVID-19 cases per 100K and more than 8% positive tests</p> <p>Limited cohort size</p> <p>Restricted cohort mixing</p> <p>Maintain proper physical distancing, masking, cleaning and other safety measures</p>	<p>Public Health recommendation with Board direction</p> <p>➡ TIER 2 or Red Risk Level = Substantial More than 4 or 7 new COVID-19 cases per 100K and more than 5-8% positive tests</p> <p>➡ TIER 3 or Orange Risk Level = Moderate More than 1 to 3.9 new COVID-19 cases per 100K and more than 2-4.9% positive</p> <p>On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment.</p> <p>Direct instruction takes place at school and Extended Learning at home.</p>	<p>Public Health recommendation with Board direction (Decreasing infection rate)</p> <p>➡ TIER 4 or Yellow Risk Level = Minimal Less than 1 COVID-19 cases per 100K and less than 2% positive tests</p> <p>On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment</p> <p>Core instruction and Extended Learning takes place at school.</p> <p>OPTION: Extended Learning takes place at home.</p>	<p>Public Health Recommendation with Board direction.</p> <p>No restrictions or requirements for social distancing, gatherings and personal protective equipment use.</p> <p>Learning takes place at school with homework as an extension of learning.</p>
<p>ELEMENTARY SCHOOL WAIVER TK-6 Permits school district to reopen for in-person instruction with the following transition factors:</p> <ul style="list-style-type: none"> • Consultation with labor, parent and community organizations • Publish elementary school reopening plans • Address Health and Safety topics consistent with guidance from the California Department of Public Health (CDPH) and the local health department 			<p>TIER FRAMEWORK, California Blueprint for a Safer Economy</p> <ul style="list-style-type: none"> • California Department of Public Health (CDPH) will release updated tier assignments on Tuesdays • A county must remain in a tier for a minimum of three weeks before being able to advance to a less restrictive tier • Must meet criteria for the next less restrictive tier for both measures for the prior two consecutive weeks in order to progress to the next tier 		

BLENDING LEARNING SCHEDULES FOR PREK-8 SCHOOLS

The blended transitional model is the next less restrictive instructional program based on improving health conditions. One half of the students are on campus at any one time. In person instruction includes staff and students following health and safety protocols for social distancing, student cohorts and use of personal protective equipment.

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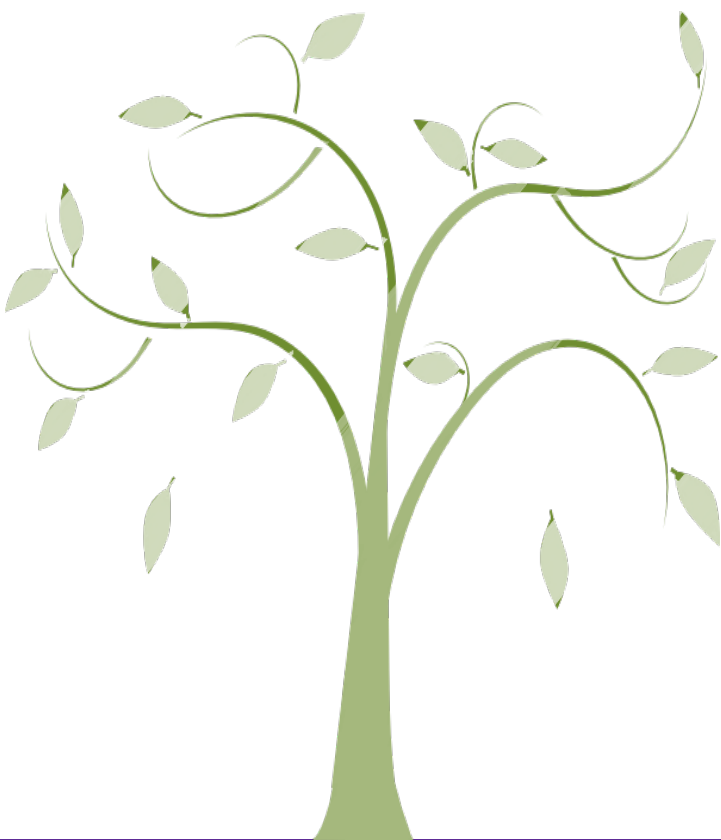
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BLENDED LEARNING SCHEDULES

PreK Schedule

Wrap Around Full Day/Part Day Classes	Part Day 4 Year Old	Part Day 3 Year Old	Part Day Special Day Class Special Education
<p>Monday – Friday</p> <p>Part Day Students</p> <ul style="list-style-type: none"> • 8:00-11:30 • 11:30 dismissal <p>10 minute morning teacher break</p> <p>Full Day Students</p> <ul style="list-style-type: none"> • 8:00-3:00 	<p>Cohort A: ½ class</p> <ul style="list-style-type: none"> • Monday/Tuesday/Alternate Wednesday <p>Cohort B: ½ class</p> <ul style="list-style-type: none"> • Thursday/Friday/Alternate Wednesday <p>AM Part-Day Hours</p> <ul style="list-style-type: none"> • 8:30-11:30 <p>PM Part-Day Hours</p> <ul style="list-style-type: none"> • 11:30-2:30 <p>(8:00-8:30 prep to provide packets for 2 days per week)</p>	<p>Cohort A: ½ class</p> <ul style="list-style-type: none"> • Tuesday/Wednesday <p>Cohort B: ½ class</p> <ul style="list-style-type: none"> • Thursday/Friday <p>AM Part-Day Hours</p> <ul style="list-style-type: none"> • 8:30-11:30 <p>Mondays</p> <ul style="list-style-type: none"> • Playgroup 9:00-11:00 • Distance Learning for non-returning (ZOOM + packets) 	<p>Monday – Friday</p> <p>AM Class</p> <ul style="list-style-type: none"> • 8:00-10:30 • 10:30-12:30 Lunch <p>Custodial services</p> <p>PM Class</p> <ul style="list-style-type: none"> • 12:30-3:00

Elementary AM/PM Sample Schedule

AM COHORT 1	PM COHORT 2
<ul style="list-style-type: none"> • 7:55 AM: Doors open • 8:10-10:40 AM: In-person instruction at school • 12:25-2:55 PM: Asynchronous assigned work at home, virtual PE & Music 	<ul style="list-style-type: none"> • 8:10-10:40 AM: Asynchronous assigned work at home, virtual PE & Music • 12:10 PM: Doors open • 12:25-2:55 PM: In-person instruction at school
<p>TK/Kindergarten</p> <ul style="list-style-type: none"> • Full day kindergarten classes will follow the 1st-6th schedule. • There may be schedule modifications depending on site facilities. 	

BLENDDED LEARNING SCHEDULES

Sample Middle School Grades 7-8 AM/PM Schedule

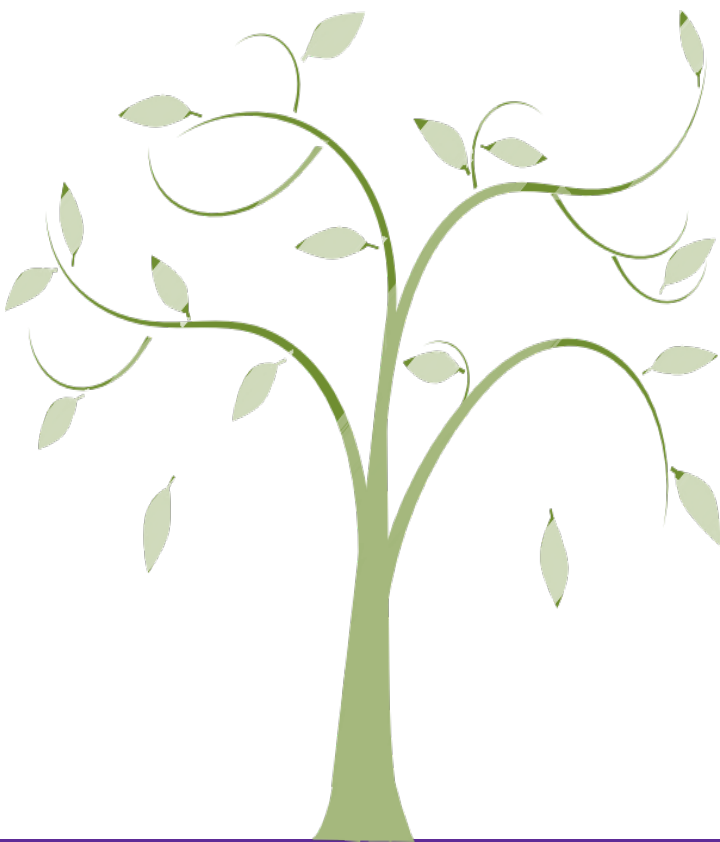
AM COHORT	PM COHORT	MIDDLE SCHOOL IN-PERSON INSTRUCTIONAL SCHEDULE
<ul style="list-style-type: none"> • 8:20 AM: Doors open • 8:35-10:40: In-person instruction at school • 12:30-2:40: Synchronous PE, Exploratory or Advisory and Asynchronous assigned work at home 	<ul style="list-style-type: none"> • 12:20 PM: Doors open • 8:30-10:40 AM: Synchronous PE, Exploratory or Advisory and Asynchronous assigned work at home • 12:35-2:40 PM: In-person instruction at school 	<p>Tuesday/Thursday Periods 1-2 Core</p> <p>Wednesday/Friday Periods 3-4 Core</p>

Special Education Special Day Class (SDC)

District SDC Schedule
<ul style="list-style-type: none"> • Elementary: AM/PM Schedule or 8:10 am – 12:30 pm • Middle School: AM/PM Schedule <ol style="list-style-type: none"> 1. Services and instruction consistent with the District proposed schedules. <ul style="list-style-type: none"> • Adjustments may be needed in order to provide Individualized Education Plan (IEP) services to the greatest extent possible 2. Current or new Galt Learning Equity and Excellence (GLEE) SDC students may remain with current teacher. 3. SDC students livestream into their general education classroom, as appropriate with the assistance of an Instructional Assistant (IA).

INDIVIDUAL COMMITMENT TO SAFETY PROTOCOL: STAFF AND STUDENTS

Staff, students and parents commit to safety protocols for daily self-screening, social distancing, protecting self and others and returning to school or work.



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Individual Commitment to Safety Protocol: Employees

We are very excited to welcome our staff and students back to school on campus! We want you to know that we take the health and safety of our staff and students very seriously. We commit to partnering with you to do all we can to ensure you feel safe and secure.

Please read the protocols below and initial each one as your commitment to partner with us during this time. We can do this TOGETHER!

_____ I COMMIT TO A DAILY SELF SCREENING:

- Temperature check; if at or above 100.4°, stay home.
- If you experience any of the following symptoms that are unusual for you in the last 14 days, stay home and contact your healthcare provider for assessment. Symptoms include:

Fever above 100.4°F	Sore Throat	Cough
Congestion/runny nose	Headache	Difficulty breathing
Nausea/vomiting/diarrhea	Fatigue/muscle or body aches	Loss of taste/smell
- If COVID-19 positive, it requires 10 days of isolation with 72 hours of no fever to return to work.
- In the past 14 days, if you have been in close contact with anyone who displays the known symptoms above or has tested positive for COVID-19, please contact your immediate supervisor.

_____ I COMMIT TO SOCIAL DISTANCING:

- Maximize space; stay at least 6 feet from others.
- Do not gather in large groups.

_____ I COMMIT TO PROTECTING MYSELF AND OTHERS:

- Face Masks must be worn by staff/students, PreK – adult. For children two years old – 2nd grade, a face shield is an acceptable alternative (also an option for students medically exempt).
- Wash your hands frequently with soap and water or use hand sanitizer.
- Cover your coughs and sneezes.

Returning to Work After Symptoms:

- Fever free (without the use of fever-reducing medicine) for 72 hours, and other symptoms have improved.
- If tested positive: At least 10 days have passed since COVID-19 symptoms first appeared and 72 hours of no fever to return to school.

Employee Signature

Date

Employee Name

Individual Commitment to Safety Protocol: Parents and Students

We are very excited to welcome our students and families back to school! We want you to know that we take the health and safety of our students and staff very seriously. We commit to partnering with you to do all we can to ensure you feel safe and secure.

Please read the protocols below and initial each one as your commitment to partner with us during this time. We can do this TOGETHER!

_____ I COMMIT TO A DAILY SELF SCREENING:

- Temperature check; if at or above 100.4°, students will not be allowed at school and will be sent home.
- If a student experiences any of the following symptoms that are unusual for the student in the last 14 days, the student will not be allowed at school. Symptoms include:

Fever above 100.4°F	Sore Throat	Cough
Congestion/runny nose	Headache	Difficulty breathing
Nausea/vomiting/diarrhea	Fatigue/muscle or body aches	Loss of taste/smell

- If COVID-19 positive, it requires 10 days of isolation with 72 hours of no fever to return to school.
- In the past 14 days, if a student has been in close contact with anyone who displays the known symptoms above or has tested positive for COVID-19, the student is requested to stay home.

_____ I COMMIT TO SOCIAL DISTANCING:

- Maximize space; stay at least 6 feet from others.
- Do not gather in large groups.

_____ I COMMIT TO PROTECTING MYSELF AND OTHERS

- Masks/Face Shields are required to be worn at all times for 3rd-grade students through adults and encouraged for TK through 2nd-grade students. It is not required while eating or drinking.
- Wash your hands frequently with soap and water or use hand sanitizer.
- Cover coughs and sneezes with a tissue; cough or sneeze into the inside of your sleeve or elbow.

Returning to School After Symptoms:

- Fever free (without the use of fever-reducing medicine) for 72 hours and other symptoms have improved.
- If tested positive but never developed symptoms: May return to school 10 days after the date of the first positive test.

Parent Signature

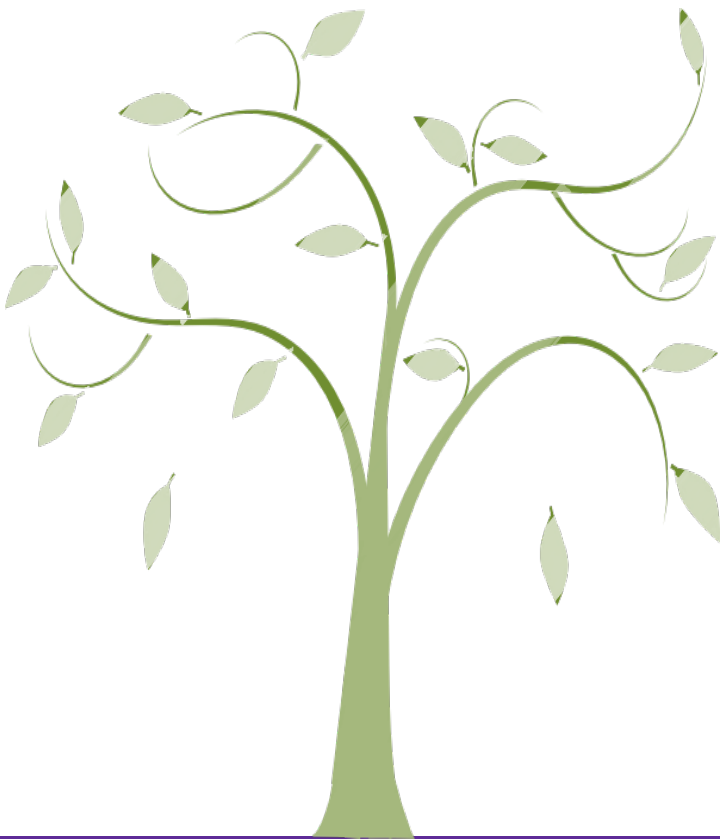
Student Signature

Parent Name

Date

DAILY COVID-19 SCREENING: STUDENTS AND ADULTS

Before coming to school or work, students and staff screen daily for illness symptoms.



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Daily COVID-19 Screening

In the last 14 days, have you been in close contact with a person diagnosed with COVID-19 or who had COVID-19 symptoms?

- YES

In the last 48 hours have you had:

- A fever of 100.4 F or above
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Fatigue
- Muscle or body aches
- Congestion or runny nose
- Sore throat
- Headache
- Loss of smell or taste
- Nausea, vomiting, or diarrhea

- NONE OF THE ABOVE

STAFF AND STUDENT HEALTH AND SAFETY GUIDANCE

The publication provides detailed information for staff and families concerning school health and safety practices for the 2020-21 school year.

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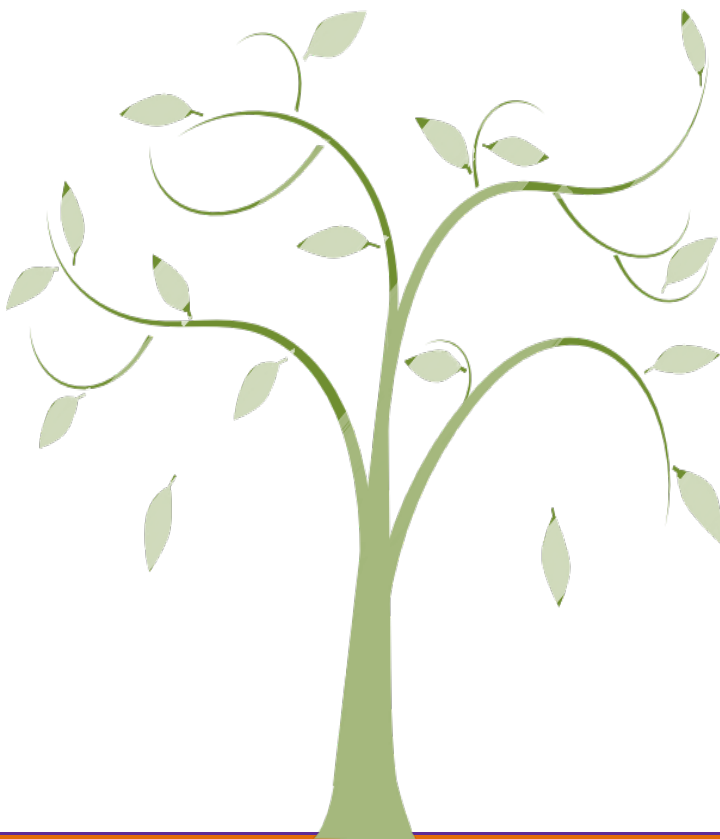
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Staff and Student Health and Safety Guidance

This document outlines the Galt Joint Union Elementary School District’s return-to-school health and safety guidance for the 2020-21 school year. The health and safety of our students, families, and staff have been the utmost priority during the COVID-19 pandemic and in developing these procedures to re-open campuses. This plan was developed following guidance from the Center for Disease Control (CDC), California Department of Education (CDE), California Department of Public Health (CDPH), Sacramento Department of Public Health (SCPH). These procedures are subject to change according to changes in state and local guidance and recommendations from Public Health.

Index of CDPH Priority Health & Safety Guidance

1.	Cleaning and Disinfection
2.	Cohorting
3.	Entrance, Egress and Movement within the School
4.	Face coverings and other essential Protective Gear
5.	Daily Health Screenings for Students and Staff
6.	Healthy Hygiene Practices
7.	Identification and Tracing of Contacts
8.	Physical Distancing
9.	Staff Training and Family Education
10.	Testing of Students and Staff
11.	Triggers for Switching to Distance Learning
12.	Communication Plans

Links to Important Guidance Documents

[GJUESD Reopening School Matrix](#)
[GJUESD COVID-19 Worksite Specific Plan](#)
[CDPH School Reopening Recommendations](#)
[Handwashing: Clean Hands Save Lives](#)
[COVID-19 Industry Guidance: Schools and School-Based Programs](#)

[COVID-19 Now What Flowchart](#)
[CDHP Guidance For Face Coverings](#)
[SCPH Protocols for Schools](#)
[SCPH Student Symptom Decision Tree](#)

1. **Cleaning and Disinfection:** How shared surfaces will be regularly cleaned and disinfected and how the use of shared items will be minimized

The district supports staff and students' health and safety and strives to maintain a healthy and clean environment. Staff will ensure that frequently touched surfaces are cleaned and disinfected daily and as practicable throughout the day using the Environmental Protection Agency (EPA) approved products. Staff and students will begin each school day in a freshly disinfected classroom environment.

- a. Classrooms are sanitized between cohorts of students
- b. High traffic areas are thoroughly cleaned daily and commonly used surfaces and personal work areas shall be frequently disinfected.
- c. Shared equipment is cleaned and sanitized between each use.
- d. Shared spaces are equipped with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- e. Bathroom facilities will stay operational and stocked at all times and cleaned twice daily
- f. Hand sanitizing dispensers have been installed in classrooms, offices, and common workplaces.
- g. Portable handwashing stations will be installed near classrooms without sinks.

2. **Cohorting:** How students will be kept in small stable groups with fixed membership that stay together for all activities and minimize/avoid contact with other groups or individuals who are not part of the cohort

A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts. Students must remain in the same space and cohorts as small and consistent as practicable to reduce possibilities for infection, including for recess and lunch. Keep the same students and teachers or staff with each group, to the greatest extent practicable.

- a. **Targeted Small Group Instruction** (during school closure)
 - Limiting cohort size: No more than 16 persons based upon public health guidance; campus at 25% capacity
 - Restricting cohort mixing: Stable cohorts stay together during the day.
 - Supervising adults and students must not interact with other cohorts.
 - Maintaining proper physical distancing, masking, cleaning and other safety measures.
- b. **Reopening Schools under the Blended Model** (Red & Orange Tiers; Level 2/3)
 - Limiting number of students on campus: 50 percent of students may be on campus at any one time.
 - Stable groups should stay together during the day.
 - 1 class is considered a cohort with $\frac{1}{2}$ of the students present at the same time
 - Maintaining proper physical distancing, masking, cleaning and other safety measures.
- c. **Reopening Schools under the Modified Traditional** (Yellow Tier; Level 3)
 - 100% of students may be on campus at one time.
 - Restricting group (cohort) mixing: Stable groups should stay together during the day. 1 classroom is considered a stable cohort
 - Maintaining proper physical distancing, masking, cleaning and other safety measures.

-
3. **Entrance, Egress and Movement within the School:** How movement of students, staff and parents will be managed to avoid close contact and/or mixing of cohorts
- a. **Arrival**
- Parents dropping off students will be asked to arrive as close to arrival time as possible, wait in their cars until the morning bell, maintain physical distancing and wear a face covering
 - **Several designated gates for entry will be provided to reduce congregation of students arriving on campus**
 - Gate Monitors will be stationed at each entrance and check for completion of pre-screening compliance requirement. (Daily Frontline submission on honor system)
 - Students arriving by bus submit the screening form upon boarding the bus. Bus monitor will walk students on campus
 - Students report directly to their classroom
 - Playground area not permitted for use during arrival
 - Parents with kinder students will not be allowed to enter the campus without a face-covering
- b. **Dismissal**
- Students will exit school immediately after being dismissed
 - **Designated gates for exit will be provided**
 - Playground area not permitted for use during dismissal
 - Parents picking up students will be asked to arrive as close to dismissal time as possible, to wait in their cars, maintain physical distancing and wear a face covering
- c. **Non-Classroom Spaces**
- Nonessential visitors will be limited
 - Congregate movement on sidewalks will be minimized
 - Guidelines will be placed on ground/floors that students can follow to enable physical distancing
4. **Face coverings and other essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced
- a. **Face coverings must be used following CDPH guidelines**, particularly in indoor environments, on school buses, and areas where physical distancing alone is insufficient to prevent disease transmission.
- b. **Students are encouraged to wear their personal cloth face coverings.** However, disposable face masks will be provided to students who do not have personal face coverings.
- c. **All staff/students must wear a face covering:**
- Under two years old – No
 - Students PreK - 2nd grade - Yes, (a face shield is an acceptable alternative) unless exempt
 - Students 3rd grade - High School - Yes, unless exempt
 - Staff: Yes; In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g. communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance

from others, to the extent practicable". Staff must return to wearing face covering outside the classroom.

d. Exemptions to face coverings

- Students with certain documented medical conditions, mental health conditions, or disability that prevents them from wearing a face covering. (A face shield may be used in lieu of face masks)
- Students who are hearing impaired or communicating with a person who is hearing impaired
- While eating/drinking, if physical distancing is maintained

5. Daily Health Screenings for Students and Staff: How staff/students will be screened for symptoms of COVID-19 and how ill students of staff will be separated from others and sent home

a. Families are required to screen their students before coming to school.

- Before arriving on campus, parents/guardians will submit an online screening form (through the Frontline App) daily for each student (paper screening forms will also be available). Students with completed screenings will proceed onto campus
- Families who are unable to take temperatures at home can call the school and health office will arrange to have their child's temperature taken at school
- Students arriving without having completed the Frontline screening (or a paper form) will step aside and be quickly screened by a monitor.
- After a Frontline report is run at 8:00 am, students who have not completed a screening will be called to the office to be screened with temperature checks; parents will be contacted and reminded to complete the Frontline app daily.
- Students with a temperature ≥ 100.4 or any of the listed symptoms should stay home

b. All Staff will self-screen themselves daily before presenting to their work location

- An electronic screening form will be submitted daily by employees
- Staff with a temperature ≥ 100.4 or any of the listed symptoms should stay home and call in their absence.

c. Staff will be observant of students who are observed to be symptomatic or do not look well.

d. Staff will follow the following procedures for students becoming symptomatic at school:

- Staff should call the health office and advise they are sending a symptomatic student to the health office
- Health office staff should perform quick triage of symptomatic students in the triage area before entering health office
- Take brief health history to rule out chronic conditions that could be the cause of symptoms (allergies, asthma or other respiratory conditions)
- Take temperature using a no-contact thermometer
- If COVID-19 symptoms are present after a health screening and the check-list is performed, the student will be escorted to the designated isolation room until the parent/guardian can pick-up the student
- Health staff will then report to the District Nurse & provide a copy of the screening results

- e. If the temperature is < 100.4 degrees and the student has no observed symptoms, allow him/her to rest in the health office/student area for 10 minutes.**
- If not feeling better after 10 minutes, place in the isolation area, call parents/guardian to pick up the student
 - Health staff to take a full set of vitals and report to the school nurse
- f. Isolating Students**
- Any student or staff exhibiting symptoms will be asked to wait in an isolation area until they can be transported home/healthcare facility. (i.e. spare room, conference room) with Physical distancing marked off or in separate rooms with external ventilation
 - Staff should wear appropriate PPE (i.e., gloves, gowns, masks, etc.). Restroom facilities need to be nearby for sick students (separate space) as younger students may have GI symptoms
 - Ventilate the room to outside air after student leaves and clean area 24 hours after use
- 6. [Healthy Hygiene Practices:](#) The availability of handwashing areas and hand sanitizer, and how their use will be promoted and incorporated into routines**
- a. Parents are encouraged to screen their student's temperature at home, and if the temperature is ≥ 100.04 degrees, keep the student at home and contact the student's health care provider.
 - b. Students must keep their personal property to themselves and keep non-school related items at home.
 - c. Remind parents to keep students' home who are sick or have been in contact with a person with COVID-19.
 - d. Students and staff should wash their hands frequently and after sharing equipment, eating, coughing, sneezing, or using the restroom.
 - e. Continue to teach students appropriate hygiene, including coughing and sneezing inside the elbow or a tissue.
 - f. Students and staff should use hand sanitizer when hand-washing is not practicable.
 - g. Avoid touching your eyes, nose, and mouth with unwashed hands.
 - h. [CDHP Guidance For Face Coverings](#), [Student Symptom Tree](#) and [COVID-19 Now What Flowchart](#) should be provided to staff and families.
 - i. Strongly recommended that all students and staff be immunized against influenza.
- 7. [Identification and Tracing of Contacts:](#) Actions that staff will take when there is a confirmed case. Confirmation that all schools have designated staff persons to support contact tracing**
- a. **Communication Guidelines & Reporting COVID-19 Cases**
 - Site Administrator will notify the District Nurse/Designee and Superintendent
 - District Nurse/Designee calls Sacramento County Public Health at 916-875-5881 and speaks to a public health nurse
 - Site Administrator notifies school community of a known case (Blackboard email)
 - District Nurse/Designee will follow the contact tracing procedures for notifying staff and families of any exposure to a positive case of COVID-19 at school while

maintaining confidentiality, as required under FERPA and state law related to the privacy of educational records. All notifications must remain confidential.

b. Contact Tracing for Confirmed COVID-19 Cases

- If a positive case (staff/student with COVID-19) is identified within a school, the school contact tracing Point of Contact (POC) tracer can help public health officials comprehensively trace potential contacts that may have been exposed.
- The SCPH will guide the school district in contact tracing. The POC tracer should reach out to the SCPH school team. Together with the team and the contact tracing, POC will identify potentially exposed contacts to a case and determine what measures should be taken following the CDPH Reopening In-Person Learning Framework for K-12 Schools.
- The POC tracer works with the patient (staff/student) to help them recall everyone with whom they have had close contact during the timeframe while they may have been infectious.
- Health staff then warn these exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible.
- Contacts are informed that they may have been exposed to a patient with the infection; they are not told the patient's identity who may have exposed them.
- Contacts are provided with education, information, and support to understand their risk:
 - what they should do to separate themselves from others who are not exposed
 - monitor themselves for illness, and the possibility that they could spread the infection to others even if they do not feel ill.

c. Protocol for returning to school following an illness

- If under the treatment of a medical provider, medical documentation to return is required.
- Students/staff who were symptomatic and thought or knew they had COVID-19 may return when:
 - At least ten days have passed since COVID symptoms first appeared
 - No fever for at least 72 hours (three full days without the use of fever-reducing medications, and
 - Respiratory symptoms have improved (e.g., cough, shortness of breath)
- Students/staff who have no symptoms but tested positive for COVID-19 may return when:
 - It has been ten days since their first positive test and they continue to have no symptoms OR they have received two negative tests in a row, at least 24 hours apart
- If student/staff has been exposed to someone who has tested positive for COVID-19, they may return to school/work following a 14-day quarantine and they have no symptoms:
 - Exposure = Individual who has had close contact (< 6 feet) for \geq 15 minutes

8. Physical Distancing: How space and routines will be arranged to allow for the physical distancing of students and staff

a. In the Classroom

- Social Distancing in classrooms with students assigned & seated 6 feet apart from each other and teacher, as practicable
 - When students are required to be seated less than 6 feet apart, plexiglass dividers will be in place
 - Sharing of instructional items will be limited.
 - Roaming in the classrooms will be limited.
 - Activities involving singing must take place outdoors.
 - When lining up, during transitions, etc. students will keep 6 feet apart.
- b. Playground**
- Use of shared playground equipment may be limited or closed (Equipment will be closed during the initial Blended reopening model)
 - Playground areas will be assigned to specific cohorts
 - Drinking fountains will not be accessible (students encouraged to bring water bottles); District has ordered water bottles for students
 - Lining up will be 6 feet apart
 - Yard supervisors will encourage physical activities that require less contact with surfaces
 - When sharing equipment- cleaning and disinfecting will take place between uses
 - All persons will wear a face-covering
- c. Sidewalks**
- Designated routes for traffic flow
 - Congregate movement will be minimized as much as practicable
- d. BFLC**
- One way traffic for entering and exiting BFLC
 - Students using BFLC will be assigned a seat
 - Only furniture that can be sanitized will be available for student use
- e. Busses**
- Students will have assigned seating
 - When sharing a seat, students will need to wear a face-covering
 - Bus drivers will wear face coverings
 - Bus rails will be sanitized frequently
- f. Student Gatherings**
- Assemblies, rallies, dances, and sports will temporarily be on hold
 - Field trips are on hold
 - MakerSpaces will remain closed
- 9. Staff Training And Family Education: How staff will be trained and families will be educated on the application and enforcement of the district's reopening plan**
- a. Staff Training:**
- Each school site has a COVID-19 Worksite Specific Plan available to staff
 - All staff are required to complete the Covid-19 training module before returning to work onsite
 - All staff were emailed COVID-19 required training information from SIA on July 29, 2020

- Staff will sign a *Staff Commitment to Safety* that they will abide by the information provided in the *Staff/Students Health and Safety Guidelines*. This document will be kept confidential.

b. Family Education:

- These *Staff/Students Health and Safety Guidelines* will be posted on the District's website and hard copies will also be available in every school office
- Families will complete a *Student Commitment to Safety* in the Frontline system that indicates they will abide by the information provided in the *Staff/Students Health and Safety Guidelines*. This document will be kept confidential.
- A *Family Health and Safety live informational Presentation* has been recorded and posted on the District's website.
 - [English Recorded Link](#)
 - [English Powerpoint Presentation](#)
- Children should stay at home if they are sick and/or if they were exposed to someone with COVID-19.
- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Symptoms include:
 1. Fever (≥ 100.4 degrees F) or chills
 2. Cough
 3. Shortness of breath or difficulty breathing
 4. Fatigue
 5. Muscle or body aches
 6. Headache
 7. New loss of taste or smell
 8. Sore throat
 9. Congestion or runny nose
 10. Nausea or vomiting
 11. Diarrhea
- c. Parents directed to quarantine their child at home may discontinue isolation under the following conditions:
 - At least three days (72 hours) have passed *since recovery*, defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); and,
 - At least ten days have passed *since symptoms first appeared*.
- d. Prevention includes the daily taking and monitoring student temperatures at home
- e. Provide the school with accurate contact information and multiple emergency contacts
- f. The importance of parent/guardian coming to school quickly (within 15 minutes) to pick up their child, if called
- g. The Importance of reinforcing handwashing, use of face coverings and maintaining appropriate distance/space

10. Testing of Staff and Students: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Also describes how staff will be tested periodically to detect asymptomatic infections.

a. Surveillance Testing for Staff:

- School staff are essential workers, and staff includes teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee who may have contact with students or other staff. School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff every two months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.
- COVID-19 testing will be available free of charge to District staff.
- The SCDH Services is partnering with *UC Davis Health*, *Stem Express* and local community agencies to provide Community-Based Testing Sites for free COVID-19 testing by appointment for Sacramento County residents: [COVID-19 Symptom Screening Mobile Testing](#) and, locally in Galt
 - **Thursdays, 8:00-12:00 pm in Galt: Chabolla Community Center**
 - **Appointments: 209-366-7180 or <https://galt5651.setmore.com>**

b. Response Testing for Staff & Students (when staff or student has symptoms or if there is known exposure)

- CDPH recommends testing if staff/students are exhibiting symptoms consistent with COVID-19 and for contacts of a confirmed case.
- The SCDH Services is partnering with UC Davis Health, StemExpress and local community agencies to provide Community-Based Testing Sites for free COVID-19 testing by appointment for Sacramento County residents: [COVID-19 Symptom Screening Mobile Testing](#) and, locally in Galt.
 - **Thursdays, 8:00-12:00 pm in Galt: Chabolla Community Center**
 - **[Appointments](#) or 209-366-7180**
- In order to expedite testing the individual can be tested either by their healthcare provider or through the Sacramento County Public Health Lab. Testing at the Public Health Lab is at no charge but needs to be arranged by calling the Public Health contact person.

11. [Triggers for Switching to Distance Learning](#): The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction**Closing Cohorts within a School**

- a. A student or staff member of a cohort test positive for COVID-19:
 - The cohort will be closed for 14 days from last exposure
 - The cohort will continue instruction through distance learning during closure
 - Site will follow other SCDH recommended actions
- b. A student or staff member of a cohort has been in close contact with a person who has tested positive for COVID-19:
 - Cohort remains open
 - Site follows other SCDH recommended actions
- c. A student or staff member of a cohort responds “yes” to one of the health screening questions
 - Cohort remains open
 - Student or staff member does not enter the campus and sent home
 - Site follows other SCDH recommended actions

School Closure

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer.

- a. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.
- b. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.
- c. Schools may typically reopen after 14 days and the following have occurred:
 - Cleaning and disinfection
 - Public health investigation
 - Consultation with the local public health department

District Closure

- a. A superintendent should close a school district if 25% or more of schools in the district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.
- b. The district may typically reopen after 14 days, in consultation with the local public health department.

12. Communication Plans: How the Superintendent will communicate with students, staff and parents about cases and exposures at school, consistent with the privacy requirements such as FERPA and HIPAA

- a. In order to best communicate with families and staff during these changing times of the COVID-19 pandemic, GJUESD will continue to utilize multiple methods of communication. These include automated emails, phone calls, district website, resource documents, letters, social media, and personal outreach. These communications will provide families with the most up to date information about COVID-19. If a staff member or student should become infected with COVID-19, district communication may vary depending on the specific circumstance of a case in the school community.
- b. Documentation/Tracking incidents of possible exposure will be ongoing. Notification will be made to local health officials of affected staff, student, and/or immediate family members (or same household) of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state laws related to the privacy of education and records.



LCAP GOAL 4

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

1. School Facility Program Fund Release: \$2.1 Million in Hardship Facilities Funds

The Marengo Ranch Elementary School Facility Hardship Application has been funded for \$2,103,477. The district expects to receive funds this month. We will be evaluating current architectural plans for Greer Elementary to determine what modernizations can be planned for summer 2021.



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.142 Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:

- a. Approval of the Agenda
- b. Minutes: November 18, 2020 Regular Board Meeting
- c. Payment of Warrants –
Certificated/Classified Payrolls Dated: 11/30/2020, 12/10/2020
Vendor Warrant Numbers: 21378216-21378249; 21379586-221379671, 21380498-21380505; 21380986-21381059
- d. Personnel
 - 1. Resignations/Retirement
 - 2. Leave of Absence Requests
 - 3. New Hires
- e. Donations

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

Regular Board Meeting November 18, 2020	Webinar ID: 817 5751 3900 Telephone: 669-900-6833	
Board Members Present	Administrators Present	
Grace Malson Thomas Silva Wesley Cagle Matthew Felix John Gordon	Karen Schauer Lois Yount Donna Mayo-Whitlock Claudia Del Toro-Anguiano Stephanie Simonich Tina Homdus Laura Papineau	David Nelson Donna Gill Jennifer Porter Kuljeet Nijjar Leah Wheeler Judi Hayes Ron Rammer

MINUTES

This meeting is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020

- A. Grace Malson announced items to be discussed in Closed Session**
- B. Closed Session was called to order at 6:00 p.m.**
 - 1. 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. Closed Session adjourned at 7:10 p.m.** The open meeting was called to order at 7:15 by Grace Malson. She announced no action taken in closed session, followed by the flag salute.
- D. Karen Schauer shared the Teleconference Board Meeting Protocol**
- E. Recognition**
Karen Schauer recognized John Gordon and Matthew Felix for their service on the GJUESD Board of Trustees.
- F. Public Comment**
Kim Lizama, Kevin Papineau and Jennifer Collier addressed the Board regarding John Gordon and Matthew Felix for their service as Board members.

G. Reports

LCAP GOAL 3

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

1 CalSCHLS Survey 2020-21

Karen Schauer, Superintendent, reported GJUESD would complete the next three-year Local Control Accountability Plan (LCAP) in the spring. She indicated that the CalSCHLS survey was administered last year to staff, parents and students for short and long-term planning and improvement efforts.

Dr. Schauer reported that the CalSCHLS survey modules had been expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs.

Dr. Schauer said the recommendation is to administer the survey in February or March.

Board members indicated their support to move forward with the CalSCHLS survey.

LCAP GOAL 4

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

1. Robert L. McCaffrey Middle School Track Progress

Lois Yount, Business Services Director, reported the McCaffrey Middle School track is near completion. She shared pictures of the track that were taken on November 9. She indicated she would have final images at the December Board meeting.

John Gordon, Board Member, praised Ms. Yount for the phenomenal job she has done leading the business services and facilities departments. He indicated her outstanding work has helped the Board to understand processes and procedures better.

OTHER REPORTS

1. Galt Food & Nutrition Services

Nick Svoboda, Food Services Supervisor, provided an overview of the Food & Nutrition mobile lunch program at all school sites. Fairsite students can pick up meals at any school site. He indicated all children 18 and under participate in the Seamless Summer Option (free lunch and breakfast meals program). This program was implemented after the start of the school year and was retroactive. Therefore, parents that paid for meals in August were reimbursed.

Mr. Svoboda shared the theme for this year's Food & Nutrition department. It is "Stand Proud." He indicated his team is vital to the community, and they are always looking for ways to improve their

program. They serve hot lunch options and give students a breakfast meal for the following day.

Mr. Svobado said the department is learning to pack meals in new ways to accommodate mobile service. They have also taken the opportunity to try new recipes such as pizza sandwiches and nacho macaroni and cheese. He indicated that when the District goes back to campus, the food & nutrition department will be ready to deliver flexible dining options.

Mr. Svobado shared photos of employees wearing personal protective equipment and limiting physical contact. He indicated they are focused on serving their customers.

John Gordon praised Mr. Svobado for his leadership.

Nick Svobado recognized his staff for all their efforts.

H. Routine Matters/New Business

- | | | |
|--|---|------------------------|
| 202.133 | A motion was made by John Gordon to approve the Consent Calendar, seconded by Matthew Felix and unanimously carried. | MOTION |
| a. Approval of the Agenda | | |
| b. Minutes: October 28, 2020, Regular Board Meeting
Minutes: November 4, 2020, Special Closed Session Board Meeting | | |
| c. Payment of Warrants:
<u>Vendor Warrant Numbers:</u> 21375462-21375527, 21376569-21376616, 21377668-21377691
<u>Certificated/Classified Payrolls Dated:</u> 10/30/2020, 11/10/2020 | | |
| d. Personnel | | |
| 1. Resignations/Retirement | | |
| 2. Leave of Absence Request | | |
| 3. New Hires | | |
| e. Donations | | |
| 202.134 | Consent Calendar (Continued) – Items Removed for Later Consideration | CC
Items
Removed |
| 202.135 | A motion was made by Thomas Silva to Establish December 14, 2020, at 7:00 at the Galt Joint Union Elementary School District Office as the Annual Organizational Meeting and Regular Monthly Meeting per Education Code §35143, seconded by Wesley Cagle and unanimously carried. | MOTION |
| 202.136 | Board Consideration of Nominations for California School Boards Association (CSBA) Delegate Assembly, Subregion 6-B, did not carry due to lack of a motion. | MOTION |

- | | | |
|---------|--|--------|
| 202.137 | A motion was made by Wesley Cagle to approve a Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Inclusion of the "School Social Worker" ("SSW") Job Classification into the CSEA Bargaining Unit, seconded by Grace Malson and unanimously carried. | MOTION |
| 202.138 | A motion was made by John Gordon to approve Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Amending the MOU Dated August 3, 2020, Concerning the Impacts and Effects of Resumed District Operations Under COVID 19 Conditions, seconded by Matthew Felix and unanimously carried. | MOTION |
| 202.139 | A motion was made by Thomas Silva to approve Memorandum Of Understanding (MOU) between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding the Classified School Employee Summer Assistance Program, seconded by Wesley Cagle and unanimously carried. | MOTION |
| 202.140 | A motion was made by Matthew Felix to approve Memorandum of Understanding Between Galt Elementary Faculty Association (GEFA) and GJUESD Regarding On Campus Blended Instruction, seconded by John Gordon and unanimously carried. | MOTION |

I. Public Comments

J. Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics

Clerk, Board of Education

Date



CONSENT CALENDAR

Human Resources

Recommend approval of the following:

Resignations/Retirements

Name	Position	Effective Date	Site
Leslie Flores	PS SPED IA	11/27/20	FS

Leave of Absence Requests

Name	Position	Effective Date	Site
Freitas, Alma	Yard Supervisor	11/19/20-12/11/20	Marengo Ranch
McFadyen, Megan	Teacher	4/2/21-5/14/21	Lake Canyon

New Hires/Reassignment

Name	Position	Site
Cruz, Lizeth	Bilingual Community Outreach	Fairsite
Florida-Chavez, Cesar	Classified Substitute	N/A
Gray, Jennifer	Yard Supervisor	Vernon E. Greer
Havens, Amy (reassignment)	Administrative Assistant	District Office
Montalvo, Natasha	Yard Supervisor	Valley Oaks
Robles, Heather	Yard Supervisor	Vernon E. Greer
Steward, Mackenzie	Yard Supervisor	Vernon E. Greer



CONSENT CALENDAR

Donations

Lake Canyon Elementary

- PG&E Employee Giving \$300.00

Marengo Ranch Elementary

- PG&E Employee Giving \$481.80

McCaffrey Middle School

- PG&E Employee Giving \$874.98

GALEP

- Anonymous donation: \$1,500.00



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: 12/14/2020	Agenda Item: 202.143 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 14, 2020	Agenda Item: 202.144 Board of Trustees Committee Member Reorganization for 2021
Presenter: Karen Schauer	Action Item: XX Information Item:

Board members will have an opportunity to make any changes to Board member committee representation.

2019-2020 Committee Members

CAST (City And Schools Together)	Galt Schools JPA (Joint Powers Authority)	Transportation	SCSBA (Sacramento County School Board Association)	Board Policy Committee
Meets as needed. Typically four times per year. Time: 5:00 p.m. Location: To Be Determined	Meets quarterly – 2 nd Monday in January, March, June & September (additional meetings called as needed) Time: 5:30 p.m. Location: GJUESD District Office	Meets as needed.	Meets semi-annually in March and October	Meets as needed
This committee communicates and collaborates concerning Galt youth matters, opportunities, and partnerships. The committee is composed of 2 Galt city council members, 2 Galt High School District members, 2 Galt Elementary School District members, the Galt city manager, and school district superintendents.	Established December 12, 1990, between the Galt High School District and the Galt Elementary School District. The purpose of the Galt Schools JPA is to provide financing or refinance the acquisition construction and improvement of various school facilities for the school districts.	This committee represents the Galt High School District and the Galt Elementary School District to discuss transportation matters.	This association brings together school governing board members and the Sacramento County Office of Education on behalf of Sacramento County children as needed.	This committee prepares Galt Elementary School District's new policies or existing revised policies for board consideration.
2019-2020 Members				
John Gordon	Thomas Silva	Wesley Cagle	John Gordon	Grace Malson
Grace Malson	Grace Malson	Thomas Silva		
2019-2020 Alternate Members				
Wesley Cagle	Matthew Felix	Matthew Felix	Grace Malson	



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.145 Board Consideration of Approval First Period Interim Report 2020-2021
Presenter: Lois Yount	Action Item: XX Information Item:

This is the First Interim Budget Report for the 2020-21 school year. This report includes changes in revenue and expenditures since the budget revisions approved in August.

Revenue Increases:

- Tobacco-Use Prevention Education (TUPE) Grant - \$6,000
- Special Education (SELPA) - \$95,015
- Bullying Prevention Program - \$9,885
- Next Generation Science Standards (NGSS) Carryover - \$62,936

Revenue Decreases:

- Medi-Cal Billing - \$10,000
- Migrant Education - \$19,106

Expenditure Increases:

- Certificated and Classified Salary and Benefits
- Supplies and Services

Summary of Assumptions:

- Average Daily Attendance (ADA) for the next 3 years is based on 2019-20 ADA
- Proposed reductions of \$300,000 in 2022-23

The Governor's proposed budget for 2021-22 will be released in January 2021. The Second Interim Report will be presented to the Board by March 2021.

Board approval is recommended.

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the page, framing the central white area.

2020-2021 First Interim Budget Report

December 2020

Revenue Increases

- ▶ Tobacco-Use Prevention Education (TUPE) Grant - \$6,000
- ▶ Special Education (SELPA) - \$95,015
- ▶ Bullying Prevention Program - \$9,885
- ▶ Next Generation Science Standards (NGSS) Carryover - \$62,936

Revenue Decreases & Expenditure Increases

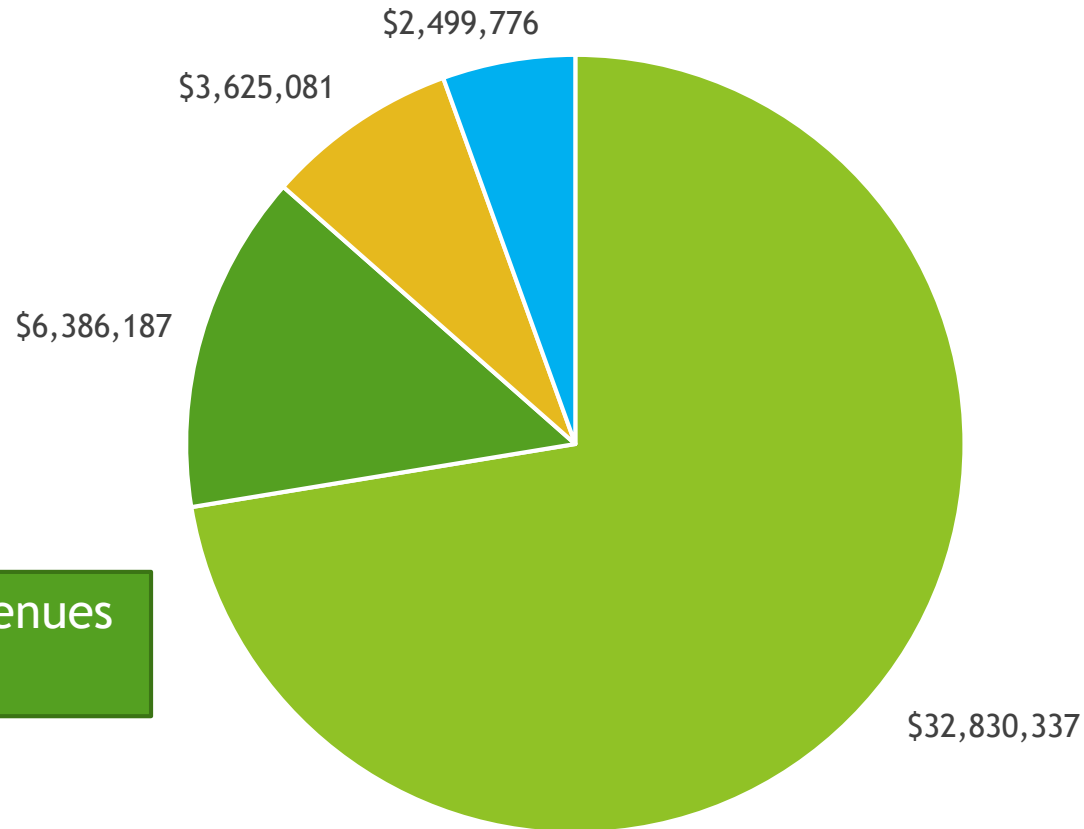
Revenue Decreases:

- ▶ Medi-Cal Billing - \$10,000
- ▶ Migrant Education - \$19,106

Expenditure Increases:

- ▶ Certificated and Classified Salary and Benefits
- ▶ Supplies and Services

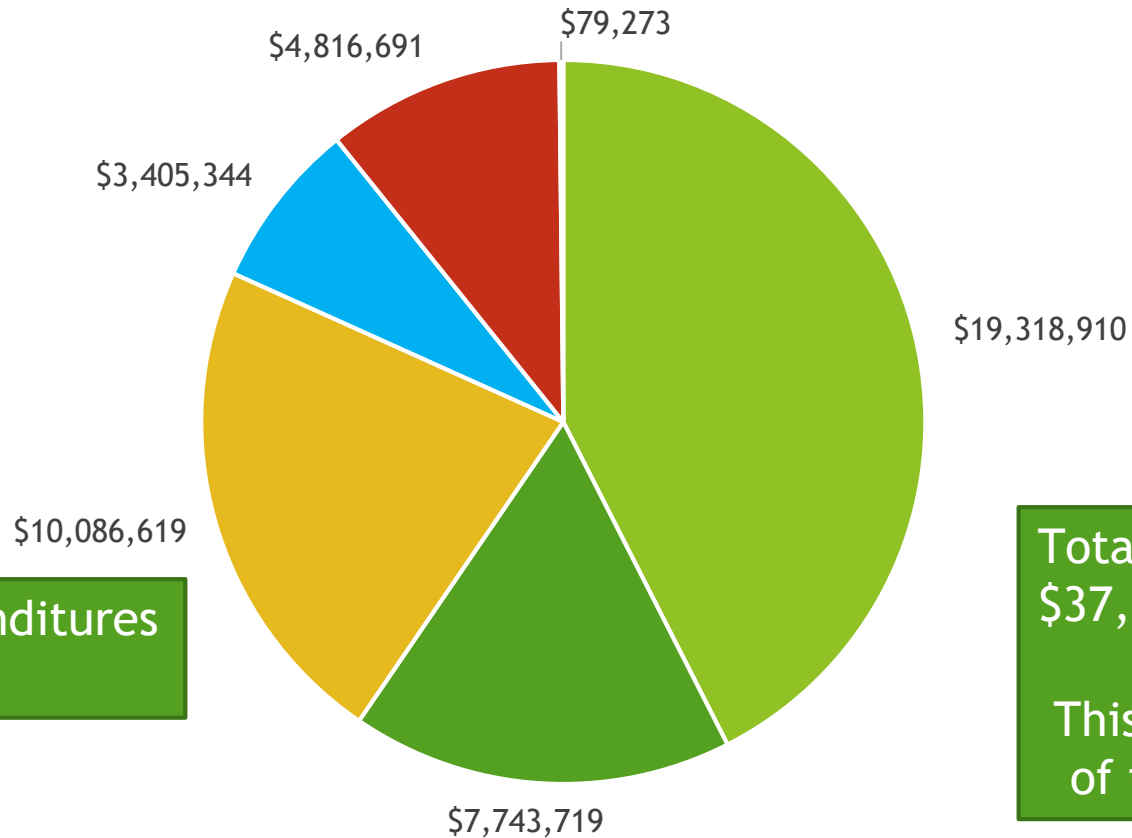
Projected Revenues



Total District Revenues
\$45,341,381

- LCFF Sources
- Federal Revenues
- Other State Revenues
- Other Local Revenues

Projected Expenditures



Total District Expenditures
\$45,450,556

Total Salaries and Benefits
\$37,149,248
This is approximately 82%
of the District's Budget.

- Certificated Salaries
- Employee Benefits
- Services

- Classified Salaries
- Books/Supplies
- Capital Outlay/Other Outgo/Direct-Indirect Costs

Budget Assumptions

- ▶ Proposed reductions of \$300,000 in 2022-23 to maintain the minimum 3% reserve
- ▶ Average Daily Attendance (ADA) for the next 3 years is based on 2019-20 ADA
- ▶ 0% COLA for the next 3 years

Unrestricted Reserve Levels

Year	Reserve
2020-2021	9.08%
2021-2022	7.53%
2022-2023	3.01%

CARES Funds

- ▶ GJUESD received \$3,921,929 in one-time Federal & State funds
- ▶ \$2,373,852 of these funds need to spent by December 31, 2020
- ▶ \$279,115 of these funds need to spent by June 30, 2021
- ▶ \$1,268,962 of these funds need to spent by September 30, 2022

CARES Funds Expenditures

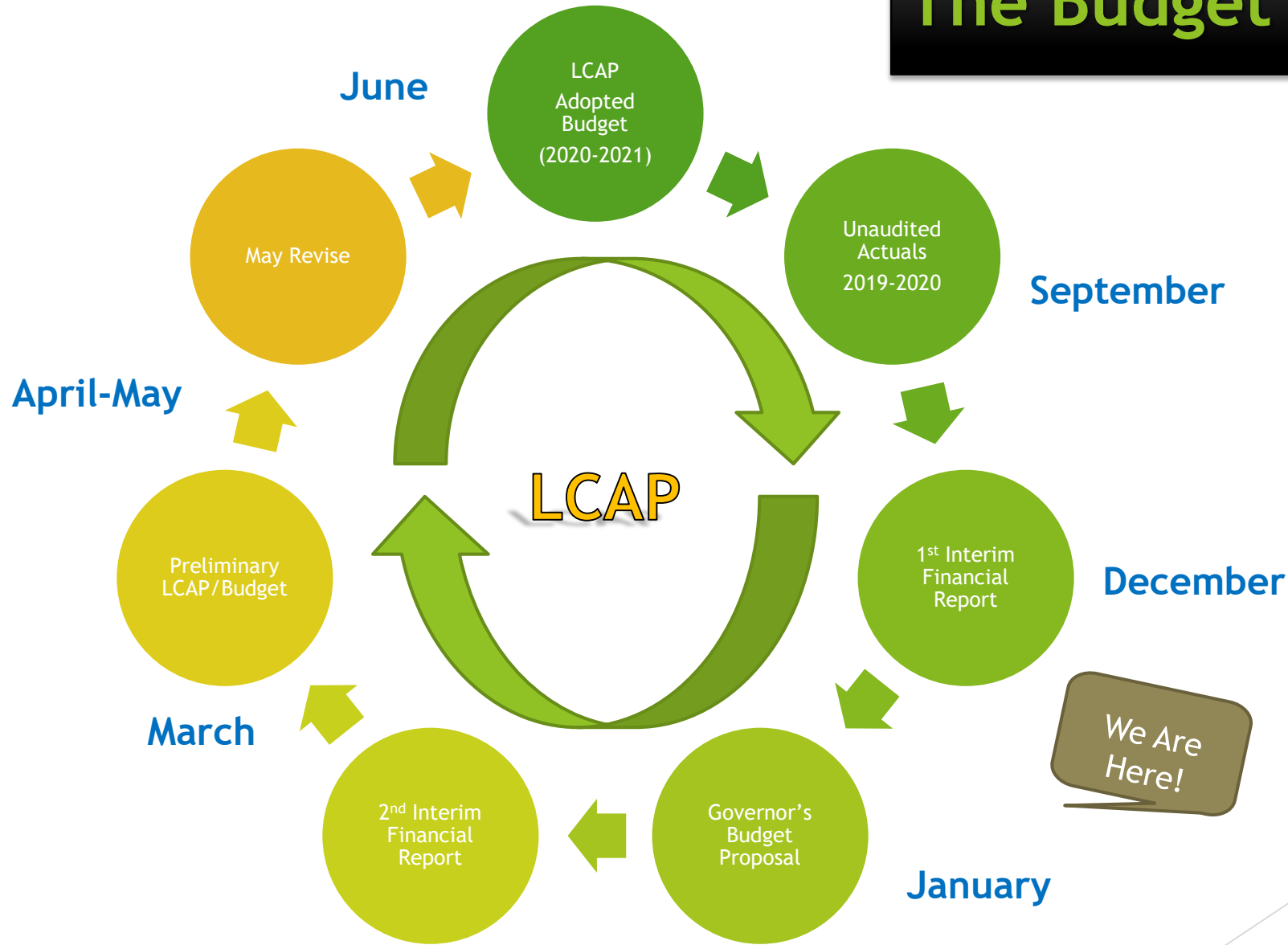
- ▶ GLEE Academy Teachers
- ▶ Additional days for certificated staff
- ▶ Additional compensation for classified employees working during the shelter in place
- ▶ Supplies and Personal Protective Equipment (PPE)
- ▶ Technology and Hotspots
- ▶ Contracts with vendors to re-open schools
- ▶ Bargaining with labor unions

Looking Ahead...

What may change the budget...

- ▶ Increase in minimum wage
- ▶ State revenue better than expected by approximately \$25 billion
- ▶ Proposition 98 minimum guarantee is up \$14.7 billion
- ▶ Districts are still planning for State deferrals in 2021
- ▶ What will the Governor's January budget look like for education?

The Budget Reporting Cycle



Galt Joint Union Elementary School District 2020-21 First Interim Budget Assumptions

<u>INCOME</u>	<u>ASSUMPTION</u>
Student ADA	-Revenue is based on the 2019-20 P2 ADA of 3,411. -The statutory COLA is 0% and the LCFF GAP funding is 100%.
Federal Income	-The following changes have been made: Carryovers were added. Reduced projection in Medi-Cal billing of \$10,000
State Income	-The following changes have been made: Carryovers were added. Added \$6,000 for the TUPE Grant
Local Income	-The following changes have been made: Carryovers were added. Addition of \$95,015.00 for Special Education Addition of \$9,885.00 for the Bullying Prevention Program Addition of \$62,936.00 for NGSS approved carryover Reduction of \$19,106.00 to Migrant Education Current year donations have been updated
Transfers In	-Transfers in remain the same.
 <u>EXPENSES</u>	
Cert. Salaries	-Salaries have been updated for step and class movement.
Class. Salaries	-Salaries have been updated for step movement.
Benefits	-Benefits have been updated as needed.
Supplies	-Updated with the increase in funding.
Operating Expenses	-Updated with the increase in funding.
Capital Outlay	-No significant changes have been made.
Transfers Out	-No projected transfers out at this time.

OTHER FUNDS:

CHILD DEVELOPMENT

-No significant changes have been made.

CAFETERIA FUND

-Income and expenditure projections have been updated.

POST RETIREMENT

-No significant changes have been made.

BUILDING FUND – BOND PROCEEDS

-Expenditure projections have been updated.

CAPITAL FACILITIES

-Expenditure projections have been updated.

MELLO ROOS

-Expenditure projections have been updated.

**Multi Year Financial Analysis
2020-21 First Interim**

	Account Codes	First Revision 2020-21	First Interim 2020-21	Projected 2021-22	Projected 2022-23
A. REVENUES					
LCFF Sources	8010-8099	32,830,337	32,830,337	32,806,909	32,806,206
Federal Revenues	8100-8299	6,162,608	6,386,187	2,743,373	2,743,373
Other State Revenues	8300-8599	3,592,393	3,625,081	3,253,296	3,253,296
Other Local Revenues	8600-8799	2,344,148	2,499,776	2,499,776	2,499,776
Total Revenues		44,929,486	45,341,381	41,303,354	41,302,651
B. EXPENDITURES					
Certificated Salaries	1000-1999	18,836,216	19,318,910	19,031,847	19,258,205
Classified Salaries	2000-2999	7,713,927	7,743,719	7,474,540	7,573,845
Employee Benefits	3000-3999	9,911,939	10,086,619	9,573,360	10,231,558
Books and Supplies	4000-4999	3,154,105	3,405,344	2,160,728	2,160,728
Services	5000-5999	4,300,618	4,816,691	4,337,014	4,360,771
Capital Outlay	6000-6999	332,623	99,936	0	0
Other Outgo	7100-7200/7438-7439	48,150	48,150	0	0
Direct/Indirect Costs	7310-7350	(124,659)	(68,813)	(68,813)	(68,813)
<i>Proposed Budget Cuts</i>		0	0	0	(300,000)
Total Expenses		44,172,919	45,450,556	42,508,675	43,216,294
Difference (Revenues-Expenses)		756,567	(109,175)	(1,205,321)	(1,913,643)
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		182,232	0	0	0
Contributions		0	0	0	0
Total Transfers		(167,232)	15,000	15,000	15,000
Net Increase(Decrease) in Fund Balance		589,335	(94,175)	(1,190,321)	(1,898,643)
Beginning Balance		4,580,610	4,580,610	4,486,435	3,296,113
Audit Adjustments					
Ending Reserve Balance		5,169,945	4,486,435	3,296,113	1,397,470
3% Econ. Uncertainties		1,330,655	1,363,517	1,275,260	1,296,489
Components of Reserve					
		Projected 2020-21	Projected 2020-21	Projected 2021-22	Projected 2022-23
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		462,346	68,169	0	(0)
Routine Maintenance Carryover		168,907	0	0	0
Lottery Current to spend next year		76,280	76,280	76,280	76,280
Reserve for Supplemental/Conc.		246,976	193,348	0	0
School Site Carryovers		0	0	0	0
3% Economic Uncertainties		1,330,655	1,363,517	1,275,260	1,296,489
Remaining Reserve		2,864,782	2,765,121	1,924,573	4,702
Ending Balances		5,169,946	4,486,435	3,296,113	1,397,470
<i>Total Reserve Percentage</i>		11.7%	9.9%	7.8%	3.2%
<i>Total Unrestricted Reserve</i>		9.46%	9.08%	7.53%	3.01%

Galt Joint Union Elementary School District 2020-21 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 2020 v21.2 version.
- 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.
 - 3546 enrollment for all 3 years
- COLA Projections:
 - 0% for all 3 years
- LCFF Gap Funding
 - 100% for all years
- STRS Employer Rates
 - 2020-21: 16.15%
 - 2021-22: 15.92%
 - 2022-23: 18.40%
- PERS Employer Rates
 - 2020-21: 20.70%
 - 2021-22: 22.84%
 - 2022-23: 25.90%
- Unduplicated/Free/Reduced/EL percentages:
 - 2020-21: 63.20%
 - 2021-22: 63.08%
 - 2022-23: 63.08%
- The Routine Repair and Maintenance restricted account remains at 3% of the total general fund budget expenditures for 2020-21 and beyond.
- Budget reductions in the amount of \$300,000.00 need to be made for 2022-23 to meet the 3% reserve level. Cuts will be identified and expected by March 2022.
- 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 \$4,669,065.00 for 2020-21, \$4,645,637.00 in 2021-22, and \$4,645,537.00 in 2022-23.

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:			
		2020-21 Original Budget	2020-21 Board Approved Operating Budget	2020-21 Actuals to Date	2020-21 Projected Totals
01I	General Fund/County School Service Fund	GS	GS	GS	GS
08I	Student Activity Special Revenue Fund				
09I	Charter Schools Special Revenue Fund				
10I	Special Education Pass-Through Fund				
11I	Adult Education Fund				
12I	Child Development Fund				
13I	Cafeteria Special Revenue Fund	G	G	G	G
14I	Deferred Maintenance Fund	G	G	G	G
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				
21I	Building Fund	G	G	G	G
25I	Capital Facilities Fund	G	G	G	G
30I	State School Building Lease-Purchase Fund	G	G	G	G
35I	County School Facilities Fund				
40I	Special Reserve Fund for Capital Outlay Projects				
49I	Capital Project Fund for Blended Component Units				
51I	Bond Interest and Redemption Fund	G	G	G	G
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				
76I	Warrant/Pass-Through Fund				
95I	Student Body Fund				
AI	Average Daily Attendance				
CASH	Cashflow Worksheet	S	S		S
CHG	Change Order Form				S
CI	Interim Certification				
ESMOE	Every Student Succeeds Act Maintenance of Effort				S
ICR	Indirect Cost Rate Worksheet				G
MYPI	Multiyear Projections - General Fund				
SIAI	Summary of Interfund Activities - Projected Year Totals				GS
01CSI	Criteria and Standards Review				G
					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	30,228,366.00	32,830,337.00	7,542,367.27	32,830,337.00	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	630,716.00	620,510.00	74,926.82	620,510.00	0.00	0.0%
4) Other Local Revenue		8600-8799	366,879.00	366,879.00	50,206.45	373,373.00	6,494.00	1.8%
5) TOTAL, REVENUES			31,225,961.00	33,817,726.00	7,667,500.54	33,824,220.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	14,490,720.00	14,495,346.00	3,779,642.17	14,771,387.00	(276,041.00)	-1.9%
2) Classified Salaries		2000-2999	5,182,400.00	5,133,603.00	1,241,740.23	4,824,107.00	309,496.00	6.0%
3) Employee Benefits		3000-3999	6,075,005.00	6,028,879.00	1,833,139.78	6,079,180.00	(50,301.00)	-0.8%
4) Books and Supplies		4000-4999	530,753.00	806,541.00	132,248.35	1,021,933.00	(215,392.00)	-26.7%
5) Services and Other Operating Expenditures		5000-5999	2,194,583.00	2,244,900.00	677,951.04	2,381,306.00	(136,406.00)	-6.1%
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	48,150.00	48,150.00	25,132.00	48,150.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(334,551.00)	(528,662.00)	0.00	(392,239.00)	(136,423.00)	25.8%
9) TOTAL, EXPENDITURES			28,187,060.00	28,228,757.00	7,689,853.57	28,733,824.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			3,038,901.00	5,588,969.00	(22,353.03)	5,090,396.00		
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	182,232.00	182,232.00	0.00	0.00	182,232.00	100.0%
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	(4,502,014.00)	(4,755,505.00)	0.00	(4,559,590.00)	195,915.00	-4.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,669,246.00)	(4,922,737.00)	0.00	(4,544,590.00)		

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)			(1,630,345.00)	666,232.00	(22,353.03)	545,806.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,872,458.67	3,872,458.67		3,872,458.67	0.00	0.0%
b) Audit Adjustments		9793	(2,529.00)	(2,529.00)		(2,529.00)	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,869,929.67	3,869,929.67		3,869,929.67		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,869,929.67	3,869,929.67		3,869,929.67		
2) Ending Balance, June 30 (E + F1e)			2,239,584.67	4,536,161.67		4,415,735.67		
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	76,280.00	76,280.00		76,280.00		
Site Lottery	1100	9780	76,280.00					
Site Lottery	1100	9780		76,280.00				
Site Lottery	1100	9780				76,280.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,143,304.67	4,439,881.67		4,319,455.67		
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	19,758,986.00	23,449,008.00	10,125,787.00	19,914,991.00	(3,534,017.00)	-15.1%
Education Protection Account State Aid - Current Year		8012	4,140,442.00	2,789,170.00	1,595,464.00	6,323,187.00	3,534,017.00	126.7%
State Aid - Prior Years		8019	0.00	0.00	(4,181,772.00)	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	32,229.00	32,952.00	365.12	32,952.00	0.00	0.0%
Timber Yield Tax		8022	0.00	1.00	0.00	1.00	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	3,497,014.00	3,488,769.00	1,997.73	3,488,769.00	0.00	0.0%
Unsecured Roll Taxes		8042	110,399.00	132,997.00	115.71	132,997.00	0.00	0.0%
Prior Years' Taxes		8043	22,427.00	75,178.00	280.95	75,178.00	0.00	0.0%
Supplemental Taxes		8044	335,691.00	190,719.00	0.00	190,719.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	2,103,692.00	2,394,432.00	0.00	2,394,432.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	227,486.00	274,751.00	0.00	274,751.00	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	0.00	2,360.00	128.76	2,360.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			30,228,366.00	32,830,337.00	7,542,367.27	32,830,337.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			30,228,366.00	32,830,337.00	7,542,367.27	32,830,337.00	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	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, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 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	109,474.00	109,474.00	0.00	109,474.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	520,497.00	510,291.00	74,926.82	510,291.00	0.00	0.0%
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						
All Other State Revenue	All Other	8590	745.00	745.00	0.00	745.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			630,716.00	620,510.00	74,926.82	620,510.00	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 (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	20,768.00	75,984.00	0.00	0.0%
Interest		8660	80,060.00	80,060.00	1,319.43	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	120,772.00	120,772.00	0.00	112,772.00	(8,000.00)	-6.6%
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	90,063.00	90,063.00	28,119.02	104,557.00	14,494.00	16.1%
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			366,879.00	366,879.00	50,206.45	373,373.00	6,494.00	1.8%
TOTAL, REVENUES			31,225,961.00	33,817,726.00	7,667,500.54	33,824,220.00	6,494.00	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 (E/B) (F)
Certificated Teachers' Salaries		1100	12,502,999.00	12,576,331.00	3,238,475.90	12,850,316.00	(273,985.00)	-2.2%
Certificated Pupil Support Salaries		1200	307,715.00	307,715.00	76,591.31	306,019.00	1,696.00	0.6%
Certificated Supervisors' and Administrators' Salaries		1300	1,580,280.00	1,585,680.00	456,970.11	1,585,680.00	0.00	0.0%
Other Certificated Salaries		1900	99,726.00	25,620.00	7,604.85	29,372.00	(3,752.00)	-14.6%
TOTAL, CERTIFICATED SALARIES			14,490,720.00	14,495,346.00	3,779,642.17	14,771,387.00	(276,041.00)	-1.9%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	473,766.00	475,681.00	124,379.44	490,012.00	(14,331.00)	-3.0%
Classified Support Salaries		2200	1,804,918.00	1,803,763.00	386,091.17	1,629,869.00	173,894.00	9.6%
Classified Supervisors' and Administrators' Salaries		2300	475,664.00	477,360.00	155,332.14	469,754.00	7,606.00	1.6%
Clerical, Technical and Office Salaries		2400	1,952,202.00	1,900,949.00	565,385.15	1,911,112.00	(10,163.00)	-0.5%
Other Classified Salaries		2900	475,850.00	475,850.00	10,552.33	323,360.00	152,490.00	32.0%
TOTAL, CLASSIFIED SALARIES			5,182,400.00	5,133,603.00	1,241,740.23	4,824,107.00	309,496.00	6.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,320,226.00	2,307,005.00	605,970.18	2,348,333.00	(41,328.00)	-1.8%
PERS		3201-3202	828,943.00	819,028.00	260,592.20	809,764.00	9,264.00	1.1%
OASDI/Medicare/Alternative		3301-3302	624,356.00	619,815.00	143,064.90	596,656.00	23,159.00	3.7%
Health and Welfare Benefits		3401-3402	1,388,331.00	1,363,759.00	353,862.53	1,392,820.00	(29,061.00)	-2.1%
Unemployment Insurance		3501-3502	10,061.00	10,020.00	2,524.65	9,992.00	28.00	0.3%
Workers' Compensation		3601-3602	318,127.00	315,618.00	80,191.58	314,431.00	1,187.00	0.4%
OPEB, Allocated		3701-3702	150,205.00	155,920.00	65,669.46	169,382.00	(13,462.00)	-8.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	434,756.00	437,714.00	321,264.28	437,802.00	(88.00)	0.0%
TOTAL, EMPLOYEE BENEFITS			6,075,005.00	6,028,879.00	1,833,139.78	6,079,180.00	(50,301.00)	-0.8%
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	466,830.00	742,618.00	123,723.06	977,456.00	(234,838.00)	-31.6%
Noncapitalized Equipment		4400	63,923.00	63,923.00	8,525.29	44,477.00	19,446.00	30.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			530,753.00	806,541.00	132,248.35	1,021,933.00	(215,392.00)	-26.7%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	63,275.00	55,482.00	28,545.81	81,042.00	(25,560.00)	-46.1%
Travel and Conferences		5200	37,765.00	39,265.00	3,339.64	39,499.00	(234.00)	-0.6%
Dues and Memberships		5300	20,190.00	24,389.00	24,179.54	24,999.00	(610.00)	-2.5%
Insurance		5400-5450	214,206.00	214,206.00	93,431.00	232,084.00	(17,878.00)	-8.3%
Operations and Housekeeping Services		5500	745,181.00	741,181.00	228,328.14	751,431.00	(10,250.00)	-1.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	170,589.00	173,000.00	48,736.24	181,502.00	(8,502.00)	-4.9%
Transfers of Direct Costs		5710	(11,179.00)	(11,179.00)	0.00	(800.00)	(10,379.00)	92.8%
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	862,796.00	916,796.00	221,688.77	967,779.00	(50,983.00)	-5.6%
Communications		5900	91,760.00	91,760.00	29,701.90	103,770.00	(12,010.00)	-13.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,194,583.00	2,244,900.00	677,951.04	2,381,306.00	(136,406.00)	-6.1%

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)
CAPITAL OUTLAY								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
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	48,150.00	48,150.00	25,132.00	48,150.00	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						
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	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)			48,150.00	48,150.00	25,132.00	48,150.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	(208,252.00)	(404,003.00)	0.00	(323,426.00)	(80,577.00)	19.9%
Transfers of Indirect Costs - Interfund		7350	(126,299.00)	(124,659.00)	0.00	(68,813.00)	(55,846.00)	44.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(334,551.00)	(528,662.00)	0.00	(392,239.00)	(136,423.00)	25.8%
TOTAL, EXPENDITURES			28,187,060.00	28,228,757.00	7,689,853.57	28,733,824.00	(505,067.00)	-1.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (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	182,232.00	182,232.00	0.00	0.00	182,232.00	100.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			182,232.00	182,232.00	0.00	0.00	182,232.00	100.0%
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	(4,502,014.00)	(4,755,505.00)	0.00	(4,559,590.00)	195,915.00	-4.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(4,502,014.00)	(4,755,505.00)	0.00	(4,559,590.00)	195,915.00	-4.1%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(4,669,246.00)	(4,922,737.00)	0.00	(4,544,590.00)	378,147.00	-7.7%

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)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,522,870.00	6,162,608.00	3,021,661.29	6,386,187.00	223,579.00	3.6%
3) Other State Revenue		8300-8599	2,552,170.00	2,971,883.00	463,072.39	3,004,571.00	32,688.00	1.1%
4) Other Local Revenue		8600-8799	1,970,637.00	1,977,269.00	648,243.18	2,126,403.00	149,134.00	7.5%
5) TOTAL, REVENUES			8,045,677.00	11,111,760.00	4,132,976.86	11,517,161.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	4,155,274.00	4,340,870.00	1,490,971.34	4,547,523.00	(206,653.00)	-4.8%
2) Classified Salaries		2000-2999	2,626,535.00	2,580,324.00	831,401.08	2,919,612.00	(339,288.00)	-13.1%
3) Employee Benefits		3000-3999	3,771,823.00	3,883,060.00	661,618.73	4,007,439.00	(124,379.00)	-3.2%
4) Books and Supplies		4000-4999	628,525.00	2,347,564.00	737,751.21	2,383,411.00	(35,847.00)	-1.5%
5) Services and Other Operating Expenditures		5000-5999	1,282,327.00	2,055,718.00	837,857.61	2,435,385.00	(379,667.00)	-18.5%
6) Capital Outlay		6000-6999	0.00	332,623.00	99,934.69	99,936.00	232,687.00	70.0%
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	208,252.00	404,003.00	0.00	323,426.00	80,577.00	19.9%
9) TOTAL, EXPENDITURES			12,672,736.00	15,944,162.00	4,659,534.66	16,716,732.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(4,627,059.00)	(4,832,402.00)	(526,557.80)	(5,199,571.00)		
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	4,502,014.00	4,755,505.00	0.00	4,559,590.00	(195,915.00)	-4.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,502,014.00	4,755,505.00	0.00	4,559,590.00		

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)			(125,045.00)	(76,897.00)	(526,557.80)	(639,981.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited								
		9791	708,151.40	708,151.40		708,151.40	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)								
			708,151.40	708,151.40		708,151.40		
d) Other Restatements								
		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)								
			708,151.40	708,151.40		708,151.40		
2) Ending Balance, June 30 (E + F1e)								
			583,106.40	631,254.40		68,170.40		
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		(0.41)		
b) Restricted								
		9740	627,228.81	631,254.40		68,170.81		
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	(44,122.41)	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	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	788,711.00	788,711.00	(0.17)	788,711.00	0.00	0.0%
Special Education Discretionary Grants		8182	80,708.00	80,708.00	30,337.00	80,708.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
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	1,218,022.00	1,218,022.00	276,959.61	1,304,584.00	86,562.00	7.1%
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	141,410.00	141,410.00	38,620.70	189,425.00	48,015.00	34.0%

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)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	80,516.00	80,516.00	15,912.19	119,158.00	38,642.00	48.0%
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, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	90,427.00	90,427.00	28,618.81	160,787.00	70,360.00	77.8%
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	1,123,076.00	3,762,814.00	2,631,213.15	3,742,814.00	(20,000.00)	-0.5%
TOTAL, FEDERAL REVENUE			3,522,870.00	6,162,608.00	3,021,661.29	6,386,187.00	223,579.00	3.6%
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	0.00	0.0%
Lottery - Unrestricted and Instructional Materl		8560	183,705.00	183,705.00	81,185.71	183,705.00	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	356,249.00	395,833.00	29,471.64	464,888.00	69,055.00	17.4%
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	3,000.00	6,000.00	6,000.00	New
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,012,216.00	2,392,345.00	349,415.04	2,349,978.00	(42,367.00)	-1.8%
TOTAL, OTHER STATE REVENUE			2,552,170.00	2,971,883.00	463,072.39	3,004,571.00	32,688.00	1.1%

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)
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	53,055.00	53,055.00	0.00	53,055.00	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	214,963.00	214,963.00	34,248.91	195,857.00	(19,106.00)	-8.9%
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	881,158.00	894,140.00	393,661.27	967,365.00	73,225.00	8.2%
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	821,461.00	815,111.00	220,333.00	910,126.00	95,015.00	11.7%
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			1,970,637.00	1,977,269.00	648,243.18	2,126,403.00	149,134.00	7.5%
TOTAL, REVENUES			8,045,677.00	11,111,760.00	4,132,976.86	11,517,161.00	405,401.00	3.6%

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)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	3,110,831.00	3,598,600.00	1,267,226.53	3,848,028.00	(249,428.00)	-6.9%
Certificated Pupil Support Salaries		1200	209,462.00	209,602.00	58,863.60	212,929.00	(3,327.00)	-1.6%
Certificated Supervisors' and Administrators' Salaries		1300	197,422.00	250,593.00	83,882.17	225,657.00	24,936.00	10.0%
Other Certificated Salaries		1900	637,559.00	282,075.00	80,999.04	260,909.00	21,166.00	7.5%
TOTAL, CERTIFICATED SALARIES			4,155,274.00	4,340,870.00	1,490,971.34	4,547,523.00	(206,653.00)	-4.8%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,527,650.00	1,510,152.00	361,877.56	1,493,119.00	17,033.00	1.1%
Classified Support Salaries		2200	508,848.00	507,220.00	233,748.83	716,559.00	(209,339.00)	-41.3%
Classified Supervisors' and Administrators' Salaries		2300	137,115.00	137,115.00	18,187.74	137,791.00	(676.00)	-0.5%
Clerical, Technical and Office Salaries		2400	149,492.00	153,399.00	36,827.87	138,662.00	14,737.00	9.6%
Other Classified Salaries		2900	303,430.00	272,438.00	180,759.08	433,481.00	(161,043.00)	-59.1%
TOTAL, CLASSIFIED SALARIES			2,626,535.00	2,580,324.00	831,401.08	2,919,612.00	(339,288.00)	-13.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,360,378.00	2,491,095.00	228,220.48	2,521,640.00	(30,545.00)	-1.2%
PERS		3201-3202	454,935.00	454,667.00	140,322.14	482,412.00	(27,745.00)	-6.1%
OASDI/Medicare/Alternative		3301-3302	264,296.00	265,779.00	86,365.80	295,851.00	(30,072.00)	-11.3%
Health and Welfare Benefits		3401-3402	540,098.00	519,813.00	152,314.48	540,081.00	(20,268.00)	-3.9%
Unemployment Insurance		3501-3502	3,398.00	3,476.00	1,163.57	3,800.00	(324.00)	-9.3%
Workers' Compensation		3601-3602	103,266.00	106,568.00	36,400.19	114,979.00	(8,411.00)	-7.9%
OPEB, Allocated		3701-3702	3,125.00	3,125.00	3,142.56	3,125.00	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	42,327.00	38,537.00	13,689.51	45,551.00	(7,014.00)	-18.2%
TOTAL, EMPLOYEE BENEFITS			3,771,823.00	3,883,060.00	661,618.73	4,007,439.00	(124,379.00)	-3.2%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	64,748.00	61,423.00	32,502.06	120,203.00	(58,780.00)	-95.7%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	556,483.00	2,100,905.00	522,209.45	1,969,173.00	131,732.00	6.3%
Noncapitalized Equipment		4400	7,294.00	185,236.00	183,039.70	294,035.00	(108,799.00)	-58.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			628,525.00	2,347,564.00	737,751.21	2,383,411.00	(35,847.00)	-1.5%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	230,730.00	532,115.00	292,653.65	686,565.00	(154,450.00)	-29.0%
Travel and Conferences		5200	21,670.00	354,173.00	6,202.95	370,422.00	(16,249.00)	-4.6%
Dues and Memberships		5300	924.00	924.00	125.00	924.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	7,000.00	7,000.00	3,844.40	7,000.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	33,000.00	33,000.00	96,241.85	117,530.00	(84,530.00)	-256.2%
Transfers of Direct Costs		5710	11,179.00	11,179.00	0.00	800.00	10,379.00	92.8%
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	974,324.00	1,093,827.00	430,422.00	1,241,092.00	(147,265.00)	-13.5%
Communications		5900	3,500.00	23,500.00	8,367.76	11,052.00	12,448.00	53.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,282,327.00	2,055,718.00	837,857.61	2,435,385.00	(379,667.00)	-18.5%

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	50,278.00	50,278.00	(50,278.00)	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	307,573.00	15,056.69	15,058.00	292,515.00	95.1%
Equipment Replacement		6500	0.00	25,050.00	34,600.00	34,600.00	(9,550.00)	-38.1%
TOTAL, CAPITAL OUTLAY			0.00	332,623.00	99,934.69	99,936.00	232,687.00	70.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
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)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	208,252.00	404,003.00	0.00	323,426.00	80,577.00	19.9%
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			208,252.00	404,003.00	0.00	323,426.00	80,577.00	19.9%
TOTAL, EXPENDITURES			12,672,736.00	15,944,162.00	4,659,534.66	16,716,732.00	(772,570.00)	-4.8%

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		
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	4,502,014.00	4,755,505.00	0.00	4,559,590.00	(195,915.00)	-4.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			4,502,014.00	4,755,505.00	0.00	4,559,590.00	(195,915.00)	-4.1%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			4,502,014.00	4,755,505.00	0.00	4,559,590.00	195,915.00	-4.1%

2020-21 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	30,228,366.00	32,830,337.00	7,542,367.27	32,830,337.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,522,870.00	6,162,608.00	3,021,661.29	6,386,187.00	223,579.00	3.6%
3) Other State Revenue		8300-8599	3,182,886.00	3,592,393.00	537,999.21	3,625,081.00	32,688.00	0.9%
4) Other Local Revenue		8600-8799	2,337,516.00	2,344,148.00	698,449.63	2,499,776.00	155,628.00	6.6%
5) TOTAL, REVENUES			39,271,638.00	44,929,486.00	11,800,477.40	45,341,381.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	18,645,994.00	18,836,216.00	5,270,613.51	19,318,910.00	(482,694.00)	-2.6%
2) Classified Salaries		2000-2999	7,808,935.00	7,713,927.00	2,073,141.31	7,743,719.00	(29,792.00)	-0.4%
3) Employee Benefits		3000-3999	9,846,828.00	9,911,939.00	2,494,758.51	10,086,619.00	(174,680.00)	-1.8%
4) Books and Supplies		4000-4999	1,159,278.00	3,154,105.00	869,999.56	3,405,344.00	(251,239.00)	-8.0%
5) Services and Other Operating Expenditures		5000-5999	3,476,910.00	4,300,618.00	1,515,808.65	4,816,691.00	(516,073.00)	-12.0%
6) Capital Outlay		6000-6999	0.00	332,623.00	99,934.69	99,936.00	232,687.00	70.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	48,150.00	48,150.00	25,132.00	48,150.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(126,299.00)	(124,659.00)	0.00	(68,813.00)	(55,846.00)	44.8%
9) TOTAL, EXPENDITURES			40,859,796.00	44,172,919.00	12,349,388.23	45,450,556.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,588,158.00)	756,567.00	(548,910.83)	(109,175.00)		
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	182,232.00	182,232.00	0.00	0.00	182,232.00	100.0%
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			(167,232.00)	(167,232.00)	0.00	15,000.00		

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 (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,755,390.00)	589,335.00	(548,910.83)	(94,175.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	4,580,610.07	4,580,610.07		4,580,610.07	0.00	0.0%
b) Audit Adjustments		9793	(2,529.00)	(2,529.00)		(2,529.00)	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,578,081.07	4,578,081.07		4,578,081.07		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,578,081.07	4,578,081.07		4,578,081.07		
2) Ending Balance, June 30 (E + F1e)			2,822,691.07	5,167,416.07		4,483,906.07		
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		(0.41)		
b) Restricted			627,228.81	631,254.40		68,170.81		
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	76,280.00	76,280.00		76,280.00		
Site Lottery	1100	9780	76,280.00					
Site Lottery	1100	9780		76,280.00				
Site Lottery	1100	9780				76,280.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,143,304.67	4,439,881.67		4,319,455.67		
Unassigned/Unappropriated Amount			(44,122.41)	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	19,758,986.00	23,449,008.00	10,125,787.00	19,914,991.00	(3,534,017.00)	-15.1%
Education Protection Account State Aid - Current Year		8012	4,140,442.00	2,789,170.00	1,595,464.00	6,323,187.00	3,534,017.00	126.7%
State Aid - Prior Years		8019	0.00	0.00	(4,181,772.00)	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	32,229.00	32,952.00	365.12	32,952.00	0.00	0.0%
Timber Yield Tax		8022	0.00	1.00	0.00	1.00	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	3,497,014.00	3,488,769.00	1,997.73	3,488,769.00	0.00	0.0%
Unsecured Roll Taxes		8042	110,399.00	132,997.00	115.71	132,997.00	0.00	0.0%
Prior Years' Taxes		8043	22,427.00	75,178.00	280.95	75,178.00	0.00	0.0%
Supplemental Taxes		8044	335,691.00	190,719.00	0.00	190,719.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	2,103,692.00	2,394,432.00	0.00	2,394,432.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	227,486.00	274,751.00	0.00	274,751.00	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	0.00	2,360.00	128.76	2,360.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			30,228,366.00	32,830,337.00	7,542,367.27	32,830,337.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			30,228,366.00	32,830,337.00	7,542,367.27	32,830,337.00	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	788,711.00	788,711.00	(0.17)	788,711.00	0.00	0.0%
Special Education Discretionary Grants		8182	80,708.00	80,708.00	30,337.00	80,708.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
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	1,218,022.00	1,218,022.00	276,959.61	1,304,584.00	86,562.00	7.1%
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	141,410.00	141,410.00	38,620.70	189,425.00	48,015.00	34.0%

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)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	80,516.00	80,516.00	15,912.19	119,158.00	38,642.00	48.0%
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, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	90,427.00	90,427.00	28,618.81	160,787.00	70,360.00	77.8%
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	1,123,076.00	3,762,814.00	2,631,213.15	3,742,814.00	(20,000.00)	-0.5%
TOTAL, FEDERAL REVENUE			3,522,870.00	6,162,608.00	3,021,661.29	6,386,187.00	223,579.00	3.6%
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	109,474.00	109,474.00	0.00	109,474.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materi		8560	704,202.00	693,996.00	156,112.53	693,996.00	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	356,249.00	395,833.00	29,471.64	464,888.00	69,055.00	17.4%
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	3,000.00	6,000.00	6,000.00	New
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,012,961.00	2,393,090.00	349,415.04	2,350,723.00	(42,367.00)	-1.8%
TOTAL, OTHER STATE REVENUE			3,182,886.00	3,592,393.00	537,999.21	3,625,081.00	32,688.00	0.9%

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OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
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	20,768.00	75,984.00	0.00	0.0%
Interest		8660	80,060.00	80,060.00	1,319.43	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	173,827.00	173,827.00	0.00	165,827.00	(8,000.00)	-4.6%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	214,963.00	214,963.00	34,248.91	195,857.00	(19,106.00)	-8.9%
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	971,221.00	984,203.00	421,780.29	1,071,922.00	87,719.00	8.9%
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	821,461.00	815,111.00	220,333.00	910,126.00	95,015.00	11.7%
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			2,337,516.00	2,344,148.00	698,449.63	2,499,776.00	155,628.00	6.6%
TOTAL, REVENUES			39,271,638.00	44,929,486.00	11,800,477.40	45,341,381.00	411,895.00	0.9%

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CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	15,613,830.00	16,174,931.00	4,505,702.43	16,698,344.00	(523,413.00)	-3.2%
Certificated Pupil Support Salaries		1200	517,177.00	517,317.00	135,454.91	518,948.00	(1,631.00)	-0.3%
Certificated Supervisors' and Administrators' Salaries		1300	1,777,702.00	1,836,273.00	540,852.28	1,811,337.00	24,936.00	1.4%
Other Certificated Salaries		1900	737,285.00	307,695.00	88,603.89	290,281.00	17,414.00	5.7%
TOTAL, CERTIFICATED SALARIES			18,645,994.00	18,836,216.00	5,270,613.51	19,318,910.00	(482,694.00)	-2.6%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	2,001,416.00	1,985,833.00	486,257.00	1,983,131.00	2,702.00	0.1%
Classified Support Salaries		2200	2,313,766.00	2,310,983.00	619,840.00	2,346,428.00	(35,445.00)	-1.5%
Classified Supervisors' and Administrators' Salaries		2300	612,779.00	614,475.00	173,519.88	607,545.00	6,930.00	1.1%
Clerical, Technical and Office Salaries		2400	2,101,694.00	2,054,348.00	602,213.02	2,049,774.00	4,574.00	0.2%
Other Classified Salaries		2900	779,280.00	748,288.00	191,311.41	756,841.00	(8,553.00)	-1.1%
TOTAL, CLASSIFIED SALARIES			7,808,935.00	7,713,927.00	2,073,141.31	7,743,719.00	(29,792.00)	-0.4%
EMPLOYEE BENEFITS								
STRS		3101-3102	4,680,604.00	4,798,100.00	834,190.66	4,869,973.00	(71,873.00)	-1.5%
PERS		3201-3202	1,283,878.00	1,273,695.00	400,914.34	1,292,176.00	(18,481.00)	-1.5%
OASDI/Medicare/Alternative		3301-3302	888,652.00	885,594.00	229,430.70	892,507.00	(6,913.00)	-0.8%
Health and Welfare Benefits		3401-3402	1,928,429.00	1,883,572.00	506,177.01	1,932,901.00	(49,329.00)	-2.6%
Unemployment Insurance		3501-3502	13,459.00	13,496.00	3,688.22	13,792.00	(296.00)	-2.2%
Workers' Compensation		3601-3602	421,393.00	422,186.00	116,591.77	429,410.00	(7,224.00)	-1.7%
OPEB, Allocated		3701-3702	153,330.00	159,045.00	68,812.02	172,507.00	(13,462.00)	-8.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	477,083.00	476,251.00	334,953.79	483,353.00	(7,102.00)	-1.5%
TOTAL, EMPLOYEE BENEFITS			9,846,828.00	9,911,939.00	2,494,758.51	10,086,619.00	(174,680.00)	-1.8%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	64,748.00	61,423.00	32,502.06	120,203.00	(58,780.00)	-95.7%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,023,313.00	2,843,523.00	645,932.51	2,946,629.00	(103,106.00)	-3.6%
Noncapitalized Equipment		4400	71,217.00	249,159.00	191,564.99	338,512.00	(89,353.00)	-35.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,159,278.00	3,154,105.00	869,999.56	3,405,344.00	(251,239.00)	-8.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	294,005.00	587,597.00	321,199.46	767,607.00	(180,010.00)	-30.6%
Travel and Conferences		5200	59,435.00	393,438.00	9,542.59	409,921.00	(16,483.00)	-4.2%
Dues and Memberships		5300	21,114.00	25,313.00	24,304.54	25,923.00	(610.00)	-2.4%
Insurance		5400-5450	214,206.00	214,206.00	93,431.00	232,084.00	(17,878.00)	-8.3%
Operations and Housekeeping Services		5500	752,181.00	748,181.00	232,172.54	758,431.00	(10,250.00)	-1.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	203,589.00	206,000.00	144,978.09	299,032.00	(93,032.00)	-45.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Intertund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,837,120.00	2,010,623.00	652,110.77	2,208,871.00	(198,248.00)	-9.9%
Communications		5900	95,260.00	115,260.00	38,069.66	114,822.00	438.00	0.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,476,910.00	4,300,618.00	1,515,808.65	4,816,691.00	(516,073.00)	-12.0%

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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	50,278.00	50,278.00	(50,278.00)	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	307,573.00	15,056.69	15,058.00	292,515.00	95.1%
Equipment Replacement		6500	0.00	25,050.00	34,600.00	34,600.00	(9,550.00)	-38.1%
TOTAL, CAPITAL OUTLAY			0.00	332,623.00	99,934.69	99,936.00	232,687.00	70.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	48,150.00	48,150.00	25,132.00	48,150.00	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 Transfers	All Other	7221-7223	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)			48,150.00	48,150.00	25,132.00	48,150.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(126,299.00)	(124,659.00)	0.00	(68,813.00)	(55,846.00)	44.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(126,299.00)	(124,659.00)	0.00	(68,813.00)	(55,846.00)	44.8%
TOTAL, EXPENDITURES			40,859,796.00	44,172,919.00	12,349,388.23	45,450,556.00	(1,277,637.00)	-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)
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	182,232.00	182,232.00	0.00	0.00	182,232.00	100.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			182,232.00	182,232.00	0.00	0.00	182,232.00	100.0%
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)			(167,232.00)	(167,232.00)	0.00	15,000.00	(182,232.00)	-109.0%

<u>Resource</u>	<u>Description</u>	<u>2020-21 Projected Year Totals</u>
5640	Medi-Cal Billing Option	0.26
6010	After School Education and Safety (ASES)	2.48
6300	Lottery: Instructional Materials	0.17
6512	Special Ed: Mental Health Services	50,500.87
7311	Classified School Employee Professional De	0.80
7510	Low-Performing Students Block Grant	0.06
7810	Other Restricted State	249.87
8150	Ongoing & Major Maintenance Account (RM,	3,746.89
9010	Other Restricted Local	13,669.41
Total, Restricted Balance		<u>68,170.81</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	645,885.00	654,508.00	211,142.00	665,188.00	10,680.00	1.6%
4) Other Local Revenue		8600-8799	12,280.00	12,280.00	33.00	12,280.00	0.00	0.0%
5) TOTAL, REVENUES			658,165.00	666,788.00	211,175.00	677,468.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	222,968.00	222,968.00	59,215.23	222,280.00	688.00	0.3%
2) Classified Salaries		2000-2999	208,217.00	208,217.00	48,514.64	206,049.00	2,168.00	1.0%
3) Employee Benefits		3000-3999	138,815.00	140,409.00	33,258.25	140,948.00	(539.00)	-0.4%
4) Books and Supplies		4000-4999	15,805.00	24,274.00	9,021.83	36,255.00	(11,981.00)	-49.4%
5) Services and Other Operating Expenditures		5000-5999	34,818.00	34,818.00	5,897.07	35,160.00	(342.00)	-1.0%
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	35,462.00	33,822.00	0.00	33,933.00	(111.00)	-0.3%
9) TOTAL, EXPENDITURES			655,885.00	664,508.00	155,907.02	674,625.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,280.00	2,280.00	55,267.98	2,843.00		
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)			2,280.00	2,280.00	55,267.98	2,843.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited			55,407.90	55,407.90		55,407.90	0.00	0.0%
b) Audit Adjustments			2,529.00	2,529.00		2,529.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			57,936.90	57,936.90		57,936.90		
d) Other Restatements			0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			57,936.90	57,936.90		57,936.90		
2) Ending Balance, June 30 (E + F1e)			60,216.90	60,216.90		60,779.90		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash			0.00	0.00		0.00		
Stores			0.00	0.00		0.00		
Prepaid Items			0.00	0.00		0.00		
All Others			0.00	0.00		0.00		
b) Restricted			60,216.90	60,216.90		60,779.90		
c) Committed								
Stabilization Arrangements			0.00	0.00		0.00		
Other Commitments			0.00	0.00		0.00		
d) Assigned								
Other Assignments			0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties			0.00	0.00		0.00		
Unassigned/Unappropriated Amount			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	566,738.00	573,587.00	145,892.00	573,567.00	0.00	0.0%
All Other State Revenue	All Other	8590	79,147.00	80,941.00	65,250.00	91,621.00	10,680.00	13.2%
TOTAL, OTHER STATE REVENUE			645,885.00	654,508.00	211,142.00	665,188.00	10,680.00	1.6%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	2,280.00	2,280.00	33.00	2,280.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	10,000.00	10,000.00	0.00	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			12,280.00	12,280.00	33.00	12,280.00	0.00	0.0%
TOTAL, REVENUES			658,165.00	666,788.00	211,175.00	677,468.00		

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	211,993.00	211,993.00	56,222.43	211,305.00	688.00	0.3%
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	10,975.00	10,975.00	2,992.80	10,975.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			222,968.00	222,968.00	59,215.23	222,280.00	688.00	0.3%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	145,028.00	145,028.00	30,979.74	142,860.00	2,168.00	1.5%
Classified Support Salaries		2200	11,254.00	11,254.00	3,701.24	11,254.00	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	51,025.00	51,025.00	13,833.66	51,025.00	0.00	0.0%
Other Classified Salaries		2900	910.00	910.00	0.00	910.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			208,217.00	208,217.00	48,514.64	206,049.00	2,168.00	1.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	57,811.00	59,605.00	9,583.22	59,478.00	127.00	0.2%
PERS		3201-3202	16,706.00	16,706.00	7,146.23	17,585.00	(879.00)	-5.3%
OASDI/Medicare/Alternative		3301-3302	19,328.00	19,328.00	4,249.99	19,163.00	165.00	0.9%
Health and Welfare Benefits		3401-3402	33,094.00	33,094.00	9,348.60	33,094.00	0.00	0.0%
Unemployment Insurance		3501-3502	224.00	224.00	53.78	223.00	1.00	0.4%
Workers' Compensation		3601-3602	9,364.00	9,364.00	2,402.74	9,317.00	47.00	0.5%
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	2,088.00	2,088.00	493.69	2,088.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			138,615.00	140,409.00	33,258.25	140,948.00	(539.00)	-0.4%
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	15,805.00	24,274.00	9,021.83	36,255.00	(11,981.00)	-49.4%
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			15,805.00	24,274.00	9,021.83	36,255.00	(11,981.00)	-49.4%

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	2,208.00	2,208.00	168.96	2,377.00	(169.00)	-7.7%
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	26,700.00	26,700.00	5,885.59	26,700.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,950.00	1,950.00	0.00	1,950.00	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	1,460.00	1,460.00	0.00	1,633.00	(173.00)	-11.8%
Communications		5900	2,500.00	2,500.00	(157.48)	2,500.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			34,818.00	34,818.00	5,897.07	35,160.00	(342.00)	-1.0%
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	35,462.00	33,822.00	0.00	33,933.00	(111.00)	-0.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			35,462.00	33,822.00	0.00	33,933.00	(111.00)	-0.3%
TOTAL, EXPENDITURES			655,885.00	664,508.00	155,907.02	674,625.00		

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								
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%
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	2020/21 Projected Year Totals
6052	Child Development: Prekindergarten and Family Literacy, Pro	0.03
6127	Child Development: California State Preschool Program QRI:	563.00
6130	Child Development: Center-Based Reserve Account	60,216.87
Total, Restricted Balance		<u>60,779.90</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	1,531,300.00	1,531,300.00	88,266.32	1,108,000.00	(423,300.00)	-27.6%
3) Other State Revenue		8300-8599	162,141.00	162,141.00	7,303.95	138,099.00	(24,042.00)	-14.8%
4) Other Local Revenue		8600-8799	123,150.00	123,150.00	(1,015.00)	0.00	(123,150.00)	-100.0%
5) TOTAL REVENUES			1,816,591.00	1,816,591.00	94,555.27	1,246,099.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	673,860.00	673,860.00	179,976.15	441,273.00	232,587.00	34.5%
3) Employee Benefits		3000-3999	291,552.00	291,552.00	76,738.95	189,157.00	102,395.00	35.1%
4) Books and Supplies		4000-4999	837,661.96	837,696.00	150,842.39	649,209.00	188,489.00	22.5%
5) Services and Other Operating Expenditures		5000-5999	34,446.00	34,446.00	10,021.46	32,100.00	2,346.00	6.8%
6) Capital Outlay		6000-6999	0.00	0.00	6,860.00	6,880.00	(6,860.00)	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	90,837.00	90,837.00	0.00	34,880.00	55,957.00	61.6%
9) TOTAL EXPENDITURES			1,928,356.96	1,928,393.00	424,458.95	1,353,499.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(111,765.96)	(111,802.00)	(329,903.68)	(107,400.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	182,232.00	182,232.00	0.00	0.00	(182,232.00)	-100.0%
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			182,232.00	182,232.00	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)			70,466.04	70,430.00	(329,903.68)	(107,400.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited								
		9791	202,675.21	202,675.21		202,675.21	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)								
			202,675.21	202,675.21		202,675.21		
d) Other Restatements								
		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)								
			202,675.21	202,675.21		202,675.21		
2) Ending Balance, June 30 (E + F1e)								
			273,141.25	273,105.21		95,275.21		
Components of Ending Fund Balance								
a) Nonspendable								
		9711	0.00	0.00		0.00		
		9712	0.00	0.00		0.00		
		9713	0.00	0.00		0.00		
		9719	36.04	0.00		0.00		
b) Restricted								
		9740	273,105.21	273,105.21		95,275.21		
c) Committed								
		9750	0.00	0.00		0.00		
		9760	0.00	0.00		0.00		
d) Assigned								
		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
		9789	0.00	0.00		0.00		
		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	1,531,300.00	1,531,300.00	88,286.32	1,108,000.00	(423,300.00)	-27.6%
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			1,531,300.00	1,531,300.00	88,286.32	1,108,000.00	(423,300.00)	-27.6%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	162,141.00	162,141.00	7,303.95	138,099.00	(24,042.00)	-14.8%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			162,141.00	162,141.00	7,303.95	138,099.00	(24,042.00)	-14.8%
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	(30.00)	0.00	(122,550.00)	-100.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(965.00)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	600.00	600.00	0.00	0.00	(600.00)	-100.0%
TOTAL, OTHER LOCAL REVENUE			123,150.00	123,150.00	(1,015.00)	0.00	(123,150.00)	-100.0%
TOTAL REVENUES			1,816,591.00	1,816,591.00	94,555.27	1,246,099.00		

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	546,863.00	546,863.00	138,087.19	357,188.00	189,675.00	34.7%
Classified Supervisors' and Administrators' Salaries		2300	80,567.00	80,567.00	26,855.72	54,015.00	26,552.00	33.0%
Clerical, Technical and Office Salaries		2400	46,430.00	46,430.00	15,033.24	30,070.00	16,360.00	35.2%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			673,860.00	673,860.00	179,976.15	441,273.00	232,587.00	34.5%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	119,851.00	119,851.00	34,875.35	85,050.00	34,801.00	29.0%
QASDI/Medicare/Alternative		3301-3302	51,796.00	51,796.00	13,520.53	34,836.00	18,960.00	32.7%
Health and Welfare Benefits		3401-3402	78,973.00	78,973.00	21,810.65	52,541.00	26,432.00	33.5%
Unemployment Insurance		3501-3502	357.00	357.00	90.82	236.00	121.00	33.9%
Workers' Compensation		3601-3602	10,858.00	10,858.00	2,874.47	7,288.00	3,570.00	32.9%
OPEB, Allocated		3701-3702	16,130.00	16,130.00	0.00	0.00	16,130.00	100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	13,587.00	13,587.00	3,767.13	9,206.00	4,381.00	32.2%
TOTAL, EMPLOYEE BENEFITS			291,552.00	291,552.00	76,738.95	189,157.00	102,395.00	35.1%
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	74,332.98	74,369.00	9,973.81	42,369.00	32,000.00	43.0%
Noncapitalized Equipment		4400	54,093.00	54,093.00	0.00	54,093.00	0.00	0.0%
Food		4700	709,236.00	709,236.00	140,868.58	552,747.00	156,489.00	22.1%
TOTAL, BOOKS AND SUPPLIES			837,661.98	837,698.00	150,842.39	649,209.00	188,489.00	22.5%

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 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	2,250.00	2,250.00	102.24	2,000.00	250.00	11.1%
Dues and Memberships		5300	255.00	255.00	0.00	0.00	255.00	100.0%
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		5800	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	31,941.00	31,941.00	9,919.22	30,100.00	1,841.00	5.8%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			34,446.00	34,446.00	10,021.46	32,100.00	2,346.00	6.8%
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	6,880.00	6,880.00	(6,880.00)	New
TOTAL, CAPITAL OUTLAY			0.00	0.00	6,880.00	6,880.00	(6,880.00)	New
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	90,837.00	90,837.00	0.00	34,880.00	55,957.00	61.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			90,837.00	90,837.00	0.00	34,880.00	55,957.00	61.6%
TOTAL, EXPENDITURES			1,928,356.96	1,928,393.00	424,458.95	1,353,499.00		

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		8916	182,232.00	182,232.00	0.00	0.00	(182,232.00)	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			182,232.00	182,232.00	0.00	0.00	(182,232.00)	-100.0%
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	36.04	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	(36.04)	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)			182,232.00	182,232.00	0.00	0.00		

Resource	Description	2020/21 Projected Year Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School	56,473.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Ce	24,801.61
5330	Child Nutrition: Summer Food Service Program Operations	14,000.60
Total, Restricted Balance		95,275.21

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	3,706.00	3,706.00	69.00	4,937.00	1,231.00	33.2%
5) TOTAL, REVENUES			3,706.00	3,706.00	69.00	4,937.00		
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	69.00	4,937.00		
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	69.00	4,937.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	271,871.23	271,871.23		271,871.23	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)			271,871.23	271,871.23		271,871.23		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			271,871.23	271,871.23		271,871.23		
2) Ending Balance, June 30 (E + F1e)			275,577.23	275,577.23		276,808.23		
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								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	275,577.23	275,577.23		276,808.23		
Retiree Benefits	0000	9780	275,577.23					
Retiree Benefits	0000	9780		275,577.23				
Retiree Benefits	0000	9780				276,808.23		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			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	69.00	4,937.00	1,231.00	33.2%
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	69.00	4,937.00	1,231.00	33.2%
TOTAL, REVENUES			3,706.00	3,706.00	69.00	4,937.00		
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>2020/21 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	50,000.00	50,000.00	178.00	1,000.00	(49,000.00)	-98.0%
5) TOTAL, REVENUES			50,000.00	50,000.00	178.00	1,000.00		
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	10,450.00	10,450.00	350.00	4,550.00	5,900.00	56.5%
6) Capital Outlay		6000-6999	0.00	750,605.00	781,174.64	785,375.00	(34,770.00)	-4.6%
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			10,450.00	761,055.00	781,524.64	789,925.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			39,550.00	(711,055.00)	(781,346.64)	(788,925.00)		
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)			39,550.00	(711,055.00)	(781,346.64)	(788,925.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	788,925.56	788,925.56		788,925.56	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)			788,925.56	788,925.56		788,925.56		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			788,925.56	788,925.56		788,925.56		
2) Ending Balance, June 30 (E + F1e)			828,475.56	77,870.56		0.56		
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		9780	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	828,475.56	77,870.56		0.56		
Bond Projects	0000	9780	828,475.56					
Bond Projects	0000	9780		77,870.56				
Bond Projects	0000	9780				0.56		
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								
Unsecured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8625	0.00	0.00	0.00	0.00	0.00	0.0%
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	50,000.00	50,000.00	178.00	1,000.00	(49,000.00)	-98.0%
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			50,000.00	50,000.00	178.00	1,000.00	(49,000.00)	-98.0%
TOTAL REVENUES			50,000.00	50,000.00	178.00	1,000.00		

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/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	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		5800	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	10,450.00	10,450.00	350.00	4,550.00	5,900.00	56.5%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,450.00	10,450.00	350.00	4,550.00	5,900.00	56.5%

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 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	750,605.00	781,174.64	785,375.00	(34,770.00)	-4.6%
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	750,605.00	781,174.64	785,375.00	(34,770.00)	-4.6%
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			10,450.00	761,055.00	781,524.64	789,925.00		

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>2020/21 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	3,386.00	3,901.00	0.00	3,901.00	0.00	0.0%
4) Other Local Revenue		8600-8799	327,211.00	327,211.00	133,400.23	327,211.00	0.00	0.0%
5) TOTAL, REVENUES			330,597.00	331,112.00	133,400.23	331,112.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	40,750.00	40,750.00	13,582.56	40,750.00	0.00	0.0%
3) Employee Benefits		3000-3999	13,141.00	13,656.00	3,244.35	13,656.00	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	194,810.00	194,810.00	62,337.13	229,083.00	(34,253.00)	-17.6%
6) Capital Outlay		6000-6999	0.00	0.00	1,090,473.00	1,090,473.00	(1,090,473.00)	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			249,701.00	250,216.00	1,169,637.04	1,374,942.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			80,896.00	80,896.00	(1,036,236.81)	(1,043,830.00)		
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)			75,896.00	75,896.00	(1,036,236.81)	(1,048,830.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,252,143.62	2,252,143.62		2,252,143.62	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)			2,252,143.62	2,252,143.62		2,252,143.62		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,252,143.62	2,252,143.62		2,252,143.62		
2) Ending Balance, June 30 (E + F1e)			2,328,039.62	2,328,039.62		1,203,313.62		
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	2,328,039.62	2,328,039.62		1,203,313.62		
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)
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	3,386.00	3,901.00	0.00	3,901.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,386.00	3,901.00	0.00	3,901.00	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	575.00	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	250,000.00	250,000.00	132,825.23	250,000.00	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			327,211.00	327,211.00	133,400.23	327,211.00	0.00	0.0%
TOTAL REVENUES			330,597.00	331,112.00	133,400.23	331,112.00		

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	40,750.00	40,750.00	13,582.56	40,750.00	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			40,750.00	40,750.00	13,582.56	40,750.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	9,971.00	10,486.00	2,193.60	10,486.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	591.00	591.00	202.12	591.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	455.00	455.00	150.36	455.00	0.00	0.0%
Unemployment Insurance		3501-3502	21.00	21.00	6.98	21.00	0.00	0.0%
Workers' Compensation		3601-3602	653.00	653.00	216.92	653.00	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	1,450.00	1,450.00	474.39	1,450.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			13,141.00	13,656.00	3,244.35	13,656.00	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	1,000.00	1,000.00	0.00	1,000.00	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	180,810.00	180,810.00	62,337.13	215,063.00	(34,253.00)	-18.9%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			194,810.00	194,810.00	62,337.13	229,063.00	(34,253.00)	-17.6%

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 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	1,090,473.00	1,090,473.00	(1,090,473.00)	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	1,090,473.00	1,090,473.00	(1,090,473.00)	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			249,701.00	250,216.00	1,169,637.04	1,374,942.00		

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								
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)			(5,000.00)	(5,000.00)	0.00	(5,000.00)		

<u>Resource</u>	<u>Description</u>	<u>2020/21 Projected Year Totals</u>
7690	On-Behalf Pension Contributions	0.00
9010	Other Restricted Local	1,203,313.62
Total, Restricted Balance		<u>1,203,313.62</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	4,500.00	4,500.00	36.00	1,500.00	(3,000.00)	-66.7%
5) TOTAL REVENUES			4,500.00	4,500.00	36.00	1,500.00		
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	14,750.00	51,334.00	(51,334.00)	New
6) Capital Outlay		6000-6999	0.00	0.00	80,266.11	92,496.00	(92,496.00)	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			0.00	0.00	95,016.11	143,830.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,500.00	4,500.00	(94,980.11)	(142,330.00)		
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)			4,500.00	4,500.00	(94,980.11)	(142,330.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	142,330.88	142,330.88		142,330.88	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)			142,330.88	142,330.88		142,330.88		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			142,330.88	142,330.88		142,330.88		
2) Ending Balance, June 30 (E + F1e)			146,830.88	146,830.88		0.88		
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	146,830.88	146,830.88		0.88		
Mello Roos	0000	9780	146,830.88					
Mello Roos	0000	9780		146,830.88				
Mello Roos	0000	9780				0.88		
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								
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	4,500.00	4,500.00	36.00	1,500.00	(3,000.00)	-66.7%
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			4,500.00	4,500.00	36.00	1,500.00	(3,000.00)	-66.7%
TOTAL, REVENUES			4,500.00	4,500.00	36.00	1,500.00		

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	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	3,200.00	(3,200.00)	New
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	0.00	0.00	14,750.00	48,134.00	(48,134.00)	New
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	14,750.00	51,334.00	(51,334.00)	New

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	55,046.00	55,046.00	(55,046.00)	New
Buildings and Improvements of Buildings		6200	0.00	0.00	25,220.11	37,450.00	(37,450.00)	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	80,266.11	92,496.00	(92,496.00)	New
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			0.00	0.00	95,016.11	143,830.00		

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>2020/21 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)	3,401.94	3,401.94	3,401.94	3,401.94	0.00	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)	3,401.94	3,401.94	3,401.94	3,401.94	0.00	0%
5. 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	9.06	9.06	9.06	9.06	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 A5a through A5f)	9.06	9.06	9.06	9.06	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,411.00	3,411.00	3,411.00	3,411.00	0.00	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			1,972,623.00	4,649,114.00	2,820,893.00	6,214,679.00	5,214,135.00	4,871,063.00	7,282,283.00	7,012,344.00	
B. RECEIPTS											
LCFF/Revenue Limit Sources											
Principal Apportionment	8010-8019		4,143,463.00	1,006,654.00	3,407,442.00	1,811,978.00	1,803,900.00	3,384,697.00	1,803,900.00	0.00	
Property Taxes	8020-8079		38,434.00	359.00	2,010.00		77,464.00	13,124.00	3,078,272.00	899,268.00	
Miscellaneous Funds	8080-8099										
Federal Revenue	8100-8299			250,769.00	2,373,852.00		547,974.00	10,000.00	790,538.00	10,000.00	
Other State Revenue	8300-8599				279,115.00	51,485.00	240,354.00	109,474.00	251,356.00		
Other Local Revenue	8600-8799		127,579.00	52,937.00	438,534.00	172,904.00	215,571.00	95,885.00	176,862.00	259,425.00	
Interfund Transfers In	8910-8929										
All Other Financing Sources	8930-8979										
TOTAL RECEIPTS			4,309,476.00	1,310,719.00	6,500,953.00	2,036,367.00	2,885,283.00	3,613,180.00	6,100,928.00	1,168,693.00	
C. DISBURSEMENTS											
Certificated Salaries	1000-1999		1,025,074.00	1,572,616.00	1,783,227.00	1,593,193.00	1,615,740.00	130,458.00	3,134,778.00	1,567,867.00	
Classified Salaries	2000-2999		607,778.00	572,640.00	590,347.00	567,418.00	577,084.00	50,110.00	1,248,455.00	651,323.00	
Employee Benefits	3000-3999		503,921.00	527,496.00	649,886.00	660,748.00	650,000.00	160,000.00	1,214,146.00	585,000.00	
Books and Supplies	4000-4999		127,519.00	207,009.00	499,197.00	121,382.00	150,000.00	313,919.00	313,919.00	313,919.00	
Services	5000-5999		157,160.00	396,705.00	463,096.00	392,420.00	175,000.00	447,473.00	447,473.00	447,473.00	
Capital Outlay	6000-6599		16,700.00	15,922.00	9,550.00	45,556.00	12,208.00				
Other Outgo	7000-7499								11,939.00		
Interfund Transfers Out	7600-7629										
All Other Financing Uses	7630-7699										
TOTAL DISBURSEMENTS			2,438,152.00	3,292,388.00	3,995,303.00	3,380,717.00	3,180,032.00	1,101,960.00	6,370,710.00	3,565,582.00	
D. BALANCE SHEET ITEMS											
<u>Assets and Deferred Outflows</u>											
Cash Not In Treasury	9111-9199										
Accounts Receivable	9200-9299	0.00	1,013,283.00	153,499.00	888,136.00	371,011.00	51,677.00				
Due From Other Funds	9310										
Stores	9320										
Prepaid Expenditures	9330										
Other Current Assets	9340										
Deferred Outflows of Resources	9490										
SUBTOTAL			0.00	1,013,283.00	153,499.00	888,136.00	371,011.00	51,677.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>											
Accounts Payable	9500-9599		208,116.00	51.00		27,205.00	100,000.00	100,000.00	157.00		
Due To Other Funds	9610										
Current Loans	9640										
Unearned Revenues	9650										
Deferred Inflows of Resources	9690										
SUBTOTAL			0.00	208,116.00	51.00	0.00	27,205.00	100,000.00	100,000.00	157.00	
<u>Nonoperating</u>											
Suspense Clearing	9910										
TOTAL BALANCE SHEET ITEMS			0.00	805,167.00	153,448.00	888,136.00	343,806.00	(48,323.00)	(100,000.00)	(157.00)	0.00
E. NET INCREASE/DECREASE (B - C + D)			2,676,491.00	(1,828,221.00)	3,393,786.00	(1,000,544.00)	(343,072.00)	2,411,220.00	(269,939.00)	(2,396,889.00)	
F. ENDING CASH (A + E)			4,649,114.00	2,820,893.00	6,214,679.00	5,214,135.00	4,871,063.00	7,282,283.00	7,012,344.00	4,615,455.00	
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		4,615,455.00	3,480,351.00	1,346,800.00	3,956,336.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment		8010-8019 1,580,797.00	0.00		0.00	7,295,347.00		26,238,178.00	26,238,178.00
Property Taxes		8020-8079 763.00	1,260,563.00		1,219,522.00			6,589,799.00	6,589,799.00
Miscellaneous Funds		8080-8099			2,360.00			2,360.00	2,360.00
Federal Revenue		8100-8299 311,500.00	45,000.00	911,239.00	10,000.00	1,125,315.00		6,386,187.00	6,386,187.00
Other State Revenue		8300-8599 354,517.00			221,751.00	2,117,029.00		3,625,081.00	3,625,081.00
Other Local Revenue		8600-8799 183,131.00	128,315.00	220,926.00	49,305.00	378,402.00		2,499,776.00	2,499,776.00
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		2,430,708.00	1,433,878.00	1,132,165.00	1,502,938.00	10,931,093.00	0.00	45,356,381.00	45,356,381.00
C. DISBURSEMENTS									
Certificated Salaries		1000-1999 1,567,654.00	1,571,097.00	1,547,910.00	1,571,072.00	638,224.00		19,318,910.00	19,318,910.00
Classified Salaries		2000-2999 651,766.00	649,940.00	663,327.00	663,326.00	250,205.00		7,743,719.00	7,743,719.00
Employee Benefits		3000-3999 585,000.00	585,000.00	550,000.00	585,000.00	2,830,422.00		10,086,619.00	10,086,619.00
Books and Supplies		4000-4999 313,919.00	313,919.00	313,919.00	313,919.00	102,804.00		3,405,344.00	3,405,344.00
Services		5000-5999 447,473.00	447,473.00	447,473.00	447,472.00	100,000.00		4,816,691.00	4,816,691.00
Capital Outlay		6000-6599						99,936.00	99,936.00
Other Outgo		7000-7499				(32,602.00)		(20,663.00)	(20,663.00)
Interfund Transfers Out		7600-7629						0.00	0.00
All Other Financing Uses		7630-7699						0.00	0.00
TOTAL DISBURSEMENTS		3,565,812.00	3,567,429.00	3,522,629.00	3,580,789.00	3,889,053.00	0.00	45,450,556.00	45,450,556.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury		9111-9199		5,000,000.00				5,000,000.00	
Accounts Receivable		9200-9299						2,477,606.00	
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	5,000,000.00	0.00	0.00	0.00	7,477,606.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable		9500-9599						435,529.00	
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	435,529.00	
<u>Nonoperating</u>									
Suspense Clearing		9910						0.00	
TOTAL BALANCE SHEET ITEMS			0.00	5,000,000.00	0.00	0.00	0.00	7,042,077.00	
E. NET INCREASE/DECREASE (B - C + D)		(1,135,104.00)	(2,133,551.00)	2,609,536.00	(2,077,851.00)	7,042,040.00	0.00	6,947,902.00	(94,175.00)
F. ENDING CASH (A + E)		3,480,351.00	1,346,800.00	3,956,336.00	1,878,485.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								8,920,525.00	

	Object	Beginning Balances (Ref. Only)								
			July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			1,878,485.00	3,069,573.00	3,227,310.00	5,274,169.00	5,561,830.00	1,702,951.00	3,439,961.00	2,823,994.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment										
8010-8019			1,146,026.00	1,146,026.00	2,886,404.00	2,062,847.00	2,062,847.00	2,886,404.00	2,062,847.00	2,062,847.00
Property Taxes										
8020-8079			31,045.00	371.00	453.00		77,484.00	13,124.00	3,078,272.00	899,268.00
Miscellaneous Funds										
8080-8099										
Federal Revenue										
8100-8299				17,295.00	295,644.00	1,000.00	572,974.00	10,000.00	259,000.00	35,000.00
Other State Revenue										
8300-8599						46,500.00	237,354.00	109,474.00	182,301.00	
Other Local Revenue										
8600-8799			29,302.00	40,737.00	456,106.00	133,141.00	203,764.00	83,678.00	171,547.00	259,425.00
Interfund Transfers In										
8910-8929										
All Other Financing Sources										
8930-8979										
TOTAL RECEIPTS			1,206,373.00	1,204,429.00	3,638,607.00	2,243,488.00	3,154,423.00	3,102,680.00	5,753,967.00	3,256,540.00
C. DISBURSEMENTS										
Certificated Salaries										
1000-1999			1,155,237.00	1,569,685.00	1,565,688.00	1,615,164.00	1,615,164.00	130,458.00	3,134,778.00	1,567,867.00
Classified Salaries										
2000-2999			590,679.00	649,625.00	645,512.00	649,732.00	599,472.00	50,110.00	1,248,455.00	601,323.00
Employee Benefits										
3000-3999			90,693.00	600,000.00	600,000.00	650,000.00	650,000.00	160,000.00	1,264,146.00	685,000.00
Books and Supplies										
4000-4999			29,318.00	86,780.00	150,000.00	50,000.00	150,000.00	227,804.00	227,804.00	227,804.00
Services										
5000-5999			223,756.00	150,000.00	175,000.00	50,000.00	175,000.00	494,751.00	494,751.00	494,751.00
Capital Outlay										
6000-6599										
Other Outgo										
7000-7499										
Interfund Transfers Out										
7600-7629										
All Other Financing Uses										
7630-7699										
TOTAL DISBURSEMENTS			2,089,683.00	3,056,090.00	3,136,200.00	3,014,896.00	3,189,636.00	1,063,123.00	6,369,934.00	3,576,745.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury										
9111-9199										
Accounts Receivable										
9200-9299			2,224,398.00	2,024,398.00	1,944,452.00	1,459,069.00	1,459,069.00			
Due From Other Funds										
9310										
Stores										
9320										
Prepaid Expenditures										
9330										
Other Current Assets										
9340										
Deferred Outflows of Resources										
9490										
SUBTOTAL			0.00	2,224,398.00	2,024,398.00	1,944,452.00	1,459,069.00	1,459,069.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable										
9500-9599			150,000.00	15,000.00	400,000.00	400,000.00	282,735.00	302,547.00		
Due To Other Funds										
9610										
Current Loans										
9640							5,000,000.00			
Unearned Revenues										
9650										
Deferred Inflows of Resources										
9690										
SUBTOTAL			0.00	150,000.00	15,000.00	400,000.00	400,000.00	5,282,735.00	302,547.00	0.00
Nonoperating										
Suspense Clearing										
9910										
TOTAL BALANCE SHEET ITEMS			0.00	2,074,398.00	2,009,398.00	1,544,452.00	1,059,069.00	(3,823,666.00)	(302,547.00)	0.00
E. NET INCREASE/DECREASE (B - C + D)			1,191,088.00	157,737.00	2,046,859.00	287,661.00	(3,858,879.00)	1,737,010.00	(615,967.00)	(320,205.00)
F. ENDING CASH (A + E)			3,069,573.00	3,227,310.00	5,274,169.00	5,561,830.00	1,702,951.00	3,439,961.00	2,823,994.00	2,503,789.00
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		2,503,789.00	2,719,004.00	2,645,654.00	1,518,123.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment		8010-8019 2,886,404.00	2,062,847.00	2,062,847.00	2,886,404.00			26,214,750.00	26,214,750.00
Property Taxes		8020-8079 763.00	1,260,563.00		1,230,816.00			6,592,159.00	6,592,159.00
Miscellaneous Funds		8080-8099						0.00	
Federal Revenue		8100-8299 311,500.00	10,000.00	41,500.00		1,189,460.00		2,743,373.00	2,743,373.00
Other State Revenue		8300-8599 354,517.00			221,751.00	2,101,399.00		3,253,296.00	3,253,296.00
Other Local Revenue		8600-8799 214,006.00	146,832.00	276,914.00	238,622.00	230,702.00		2,484,776.00	2,484,776.00
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		3,767,190.00	3,480,242.00	2,381,261.00	4,577,593.00	3,536,561.00	0.00	41,303,354.00	41,303,354.00
C. DISBURSEMENTS									
Certificated Salaries		1000-1999 1,567,654.00	1,571,097.00	1,547,910.00	1,571,072.00	420,073.00		19,031,847.00	19,031,847.00
Classified Salaries		2000-2999 576,766.00	574,940.00	588,327.00	588,326.00	111,273.00		7,474,540.00	7,474,540.00
Employee Benefits		3000-3999 685,000.00	685,000.00	650,000.00	685,000.00	2,168,521.00		9,573,360.00	9,573,360.00
Books and Supplies		4000-4999 227,804.00	227,804.00	227,804.00	227,806.00	100,000.00		2,160,728.00	2,160,728.00
Services		5000-5999 494,751.00	494,751.00	494,751.00	494,752.00	100,000.00		4,337,014.00	4,337,014.00
Capital Outlay		6000-6599						0.00	
Other Outgo		7000-7499				(68,813.00)		(68,813.00)	(68,813.00)
Interfund Transfers Out		7600-7629						0.00	
All Other Financing Uses		7630-7699						0.00	
TOTAL DISBURSEMENTS		3,551,975.00	3,553,592.00	3,508,792.00	3,566,956.00	2,831,054.00	0.00	42,508,676.00	42,508,676.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury		9111-9199						0.00	
Accounts Receivable		9200-9299						9,111,386.00	
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	9,111,386.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable		9500-9599						1,550,282.00	
Due To Other Funds		9610						0.00	
Current Loans		9640						5,000,000.00	
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	6,550,282.00	
<u>Nonoperating</u>									
Suspense Clearing		9910						0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	2,561,104.00	
E. NET INCREASE/DECREASE (B - C + D)		215,215.00	(73,350.00)	(1,127,531.00)	1,010,637.00	705,507.00	0.00	1,355,782.00	(1,205,322.00)
F. ENDING CASH (A + E)		2,719,004.00	2,645,654.00	1,518,123.00	2,528,760.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								3,234,267.00	

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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	32,830,337.00	-0.07%	32,806,909.00	0.00%	32,806,206.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	620,510.00	0.00%	620,510.00	0.00%	620,510.00
4. Other Local Revenues	8600-8799	373,373.00	0.00%	373,373.00	0.00%	373,373.00
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	(4,559,590.00)	37.07%	(6,249,815.00)	5.29%	(6,580,464.00)
6. Total (Sum lines A1 thru A5c)		29,279,630.00	-5.85%	27,565,977.00	-1.20%	27,234,625.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,771,387.00		14,951,581.50
b. Step & Column Adjustment				174,832.00		174,832.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				5,362.50		5,362.50
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,771,387.00	1.22%	14,951,581.50	1.21%	15,131,776.00
2. Classified Salaries						
a. Base Salaries				4,824,107.00		4,891,282.00
b. Step & Column Adjustment				67,175.00		67,175.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,824,107.00	1.39%	4,891,282.00	1.37%	4,958,457.00
3. Employee Benefits	3000-3999	6,079,180.00	-4.03%	5,834,266.00	8.53%	6,332,035.00
4. Books and Supplies	4000-4999	1,021,933.00	0.00%	1,021,933.00	0.00%	1,021,933.00
5. Services and Other Operating Expenditures	5000-5999	2,381,306.00	0.00%	2,381,306.00	0.00%	2,381,306.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	48,150.00	-100.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(392,239.00)	0.00%	(392,239.00)	0.00%	(392,239.00)
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)						(300,000.00)
11. Total (Sum lines B1 thru B10)		28,733,824.00	-0.16%	28,688,129.50	1.55%	29,133,268.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		545,806.00		(1,122,152.50)		(1,898,643.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		3,869,929.67		4,415,735.67		3,293,583.17
2. Ending Fund Balance (Sum lines C and D1)		4,415,735.67		3,293,583.17		1,394,940.17
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	76,280.00		76,280.00		76,280.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	4,319,455.67		3,197,303.17		1,298,660.17
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,415,735.67		3,293,583.17		1,394,940.17

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	4,319,455.67		3,197,303.17		1,298,660.17
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)		4,319,455.67		3,197,303.17		1,298,660.17
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.						
B1d - Longevity adjustment. B10 - Reduction in staff						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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	6,386,187.00	-57.04%	2,743,373.00	0.00%	2,743,373.00
3. Other State Revenues	8300-8599	3,004,571.00	-12.37%	2,632,786.00	0.00%	2,632,786.00
4. Other Local Revenues	8600-8799	2,126,403.00	0.00%	2,126,403.00	0.00%	2,126,403.00
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	4,559,590.00	37.07%	6,249,815.00	5.29%	6,580,464.00
6. Total (Sum lines A1 thru A5c)		16,076,751.00	-14.46%	13,752,377.00	2.40%	14,083,026.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,547,523.00		4,080,264.80
b. Step & Column Adjustment				46,164.00		46,164.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(513,422.20)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,547,523.00	-10.28%	4,080,264.80	1.13%	4,126,428.80
2. Classified Salaries						
a. Base Salaries				2,919,612.00		2,583,258.00
b. Step & Column Adjustment				32,130.00		32,130.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(368,484.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,919,612.00	-11.52%	2,583,258.00	1.24%	2,615,388.00
3. Employee Benefits	3000-3999	4,007,439.00	-6.70%	3,739,094.00	4.29%	3,899,523.00
4. Books and Supplies	4000-4999	2,383,411.00	-52.22%	1,138,795.00	0.00%	1,138,795.00
5. Services and Other Operating Expenditures	5000-5999	2,435,385.00	-19.70%	1,955,708.00	1.21%	1,979,465.00
6. Capital Outlay	6000-6999	99,936.00	-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	323,426.00	0.00%	323,426.00	0.00%	323,426.00
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)		16,716,732.00	-17.33%	13,820,545.80	1.90%	14,083,025.80
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(639,981.00)		(68,168.80)		0.20
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		708,151.40		68,170.40		1.60
2. Ending Fund Balance (Sum lines C and D1)		68,170.40		1.60		1.80
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	(0.41)				
b. Restricted	9740	68,170.81		1.60		1.80
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		68,170.40		1.60		1.80

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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.						
Shift in funding due to loss of CARES Act funding.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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	32,830,337.00	-0.07%	32,806,909.00	0.00%	32,806,206.00
2. Federal Revenues	8100-8299	6,386,187.00	-57.04%	2,743,373.00	0.00%	2,743,373.00
3. Other State Revenues	8300-8599	3,625,081.00	-10.26%	3,253,296.00	0.00%	3,253,296.00
4. Other Local Revenues	8600-8799	2,499,776.00	0.00%	2,499,776.00	0.00%	2,499,776.00
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)		45,356,381.00	-8.90%	41,318,354.00	0.00%	41,317,651.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				19,318,910.00		19,031,846.30
b. Step & Column Adjustment				220,996.00		220,996.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(508,059.70)		5,362.50
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,318,910.00	-1.49%	19,031,846.30	1.19%	19,258,204.80
2. Classified Salaries						
a. Base Salaries				7,743,719.00		7,474,540.00
b. Step & Column Adjustment				99,305.00		99,305.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(368,484.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,743,719.00	-3.48%	7,474,540.00	1.33%	7,573,845.00
3. Employee Benefits	3000-3999	10,086,619.00	-5.09%	9,573,360.00	6.88%	10,231,558.00
4. Books and Supplies	4000-4999	3,405,344.00	-36.55%	2,160,728.00	0.00%	2,160,728.00
5. Services and Other Operating Expenditures	5000-5999	4,816,691.00	-9.96%	4,337,014.00	0.55%	4,360,771.00
6. Capital Outlay	6000-6999	99,936.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	48,150.00	-100.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(68,813.00)	0.00%	(68,813.00)	0.00%	(68,813.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		(300,000.00)
11. Total (Sum lines B1 thru B10)		45,450,556.00	-6.47%	42,508,675.30	1.66%	43,216,293.80
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(94,175.00)		(1,190,321.30)		(1,898,642.80)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1c)		4,578,081.07		4,483,906.07		3,293,584.77
2. Ending Fund Balance (Sum lines C and D1)		4,483,906.07		3,293,584.77		1,394,941.97
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	19,999.59		20,000.00		20,000.00
b. Restricted	9740	68,170.81		1.60		1.80
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	76,280.00		76,280.00		76,280.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	4,319,455.67		3,197,303.17		1,298,660.17
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		4,483,906.07		3,293,584.77		1,394,941.97

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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	4,319,455.67		3,197,303.17		1,298,660.17
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.41)		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)		4,319,455.26		3,197,303.17		1,298,660.17
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		9.50%		7.52%		3.01%
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)						
		3,401.94		3,401.94		3,401.94
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		45,450,556.00		42,508,675.30		43,216,293.80
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)		45,450,556.00		42,508,675.30		43,216,293.80
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)		1,363,516.68		1,275,260.26		1,296,488.81
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)		1,363,516.68		1,275,260.26		1,296,488.81
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:

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 (2020-21)				
District Regular	3,402.00	3,401.94		
Charter School		0.00		
Total ADA	3,402.00	3,401.94	0.0%	Met
1st Subsequent Year (2021-22)				
District Regular	3,402.00	3,402.00		
Charter School				
Total ADA	3,402.00	3,402.00	0.0%	Met
2nd Subsequent Year (2022-23)				
District Regular	3,402.00	3,402.00		
Charter School				
Total ADA	3,402.00	3,402.00	0.0%	Met

1B. Comparison of District ADA to the Standard

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

1a. STANDARD MET - Funded ADA has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: 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 (2020-21)				
District Regular	3,546	3,546		
Charter School				
Total Enrollment	3,546	3,546	0.0%	Met
1st Subsequent Year (2021-22)				
District Regular	3,546	3,546		
Charter School				
Total Enrollment	3,546	3,546	0.0%	Met
2nd Subsequent Year (2022-23)				
District Regular	3,546	3,546		
Charter School				
Total Enrollment	3,546	3,546	0.0%	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 (2017-18)			
District Regular	3,468	3,639	
Charter School			
Total ADA/Enrollment	3,468	3,639	95.3%
Second Prior Year (2018-19)			
District Regular	3,433	3,578	
Charter School			
Total ADA/Enrollment	3,433	3,578	95.9%
First Prior Year (2019-20)			
District Regular	3,402	3,545	
Charter School	0		
Total ADA/Enrollment	3,402	3,545	96.0%
		Historical Average Ratio:	95.7%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	96.2%

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 (2020-21)				
District Regular	3,402	3,546		
Charter School	0			
Total ADA/Enrollment	3,402	3,546	95.9%	Met
1st Subsequent Year (2021-22)				
District Regular	3,402	3,546		
Charter School				
Total ADA/Enrollment	3,402	3,546	95.9%	Met
2nd Subsequent Year (2022-23)				
District Regular	3,402	3,546		
Charter School				
Total ADA/Enrollment	3,402	3,546	95.9%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the 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:

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 (Form 01CS, item 4B)	First Interim Projected Year Totals			
	Current Year (2020-21)	30,228,366.00	32,830,337.00		
1st Subsequent Year (2021-22)	30,214,272.00	32,806,909.00	8.6%	Not Met	
2nd Subsequent Year (2022-23)	30,228,006.00	32,806,206.00	8.5%	Not Met	

4B. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

This was not met due to the suspension of the statutory COLA of 2.31% on the LCFF and removal of the 10% proration factor therefore increasing the LCFF revenues.

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 (2017-18)	25,317,998.22	29,429,048.47	86.0%
Second Prior Year (2018-19)	26,044,579.70	28,342,425.47	91.9%
First Prior Year (2019-20)	26,337,582.76	28,776,773.89	91.5%
Historical Average Ratio:			89.8%

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
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):	86.8% to 92.8%	86.8% to 92.8%	86.8% to 92.8%

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 (2020-21)	25,674,674.00	28,733,824.00	89.4%	Met
1st Subsequent Year (2021-22)	25,677,129.50	28,688,129.50	89.5%	Met
2nd Subsequent Year (2022-23)	26,422,268.00	29,133,268.00	90.7%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

- 1a. STANDARD 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
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2020-21)	3,522,870.00	6,386,187.00	81.3%	Yes
1st Subsequent Year (2021-22)	2,519,794.00	2,743,373.00	8.9%	Yes
2nd Subsequent Year (2022-23)	2,519,794.00	2,743,373.00	8.9%	Yes

Explanation:
(required if Yes)

Addition of CARES Act funding and carryovers added.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2020-21)	3,182,886.00	3,625,081.00	13.9%	Yes
1st Subsequent Year (2021-22)	3,182,886.00	3,253,296.00	2.2%	No
2nd Subsequent Year (2022-23)	3,182,886.00	3,253,296.00	2.2%	No

Explanation:
(required if Yes)

Addition of LLM funds and carryovers added.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2020-21)	2,337,516.00	2,499,776.00	6.9%	Yes
1st Subsequent Year (2021-22)	2,337,516.00	2,499,776.00	6.9%	Yes
2nd Subsequent Year (2022-23)	2,337,516.00	2,499,776.00	6.9%	Yes

Explanation:
(required if Yes)

Addition of carryovers added.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2020-21)	1,159,278.00	3,405,344.00	193.7%	Yes
1st Subsequent Year (2021-22)	1,159,278.00	2,160,728.00	86.4%	Yes
2nd Subsequent Year (2022-23)	1,159,278.00	2,160,728.00	86.4%	Yes

Explanation:
(required if Yes)

Additional resources needed to support distance learning and preparation for reopening schools.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2020-21)	3,476,910.00	4,816,691.00	38.5%	Yes
1st Subsequent Year (2021-22)	3,500,667.00	4,337,014.00	23.9%	Yes
2nd Subsequent Year (2022-23)	3,524,424.00	4,360,771.00	23.7%	Yes

Explanation:
(required if Yes)

Additional resources needed to support distance learning and preparation for reopening schools.

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 (2020-21)	9,043,272.00	12,511,044.00	38.3%	Not Met
1st Subsequent Year (2021-22)	8,040,196.00	8,496,445.00	5.7%	Not Met
2nd Subsequent Year (2022-23)	8,040,196.00	8,496,445.00	5.7%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2020-21)	4,636,188.00	8,222,035.00	77.3%	Not Met
1st Subsequent Year (2021-22)	4,659,945.00	6,497,742.00	39.4%	Not Met
2nd Subsequent Year (2022-23)	4,683,702.00	6,521,499.00	39.2%	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.

<p>Explanation: Federal Revenue (linked from 6A if NOT met)</p>	<p>Addition of CARES Act funding and carryovers added.</p>
<p>Explanation: Other State Revenue (linked from 6A if NOT met)</p>	<p>Addition of LLM funds and carryovers added.</p>
<p>Explanation: Other Local Revenue (linked from 6A if NOT met)</p>	<p>Addition of carryovers added.</p>

- 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.

<p>Explanation: Books and Supplies (linked from 6A if NOT met)</p>	<p>Additional resources needed to support distance learning and preparation for reopening schools.</p>
<p>Explanation: Services and Other Exps (linked from 6A if NOT met)</p>	<p>Additional resources needed to support distance learning and preparation for reopening schools.</p>

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	1,192,241.00	1,196,237.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7)		1,179,342.00	

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)

Due to the fiscal flexibility provision in the calculation authorizing to exclude the state's pension on behalf (\$1,831,389.00) and the CARES Act funding (\$3,877,807.00) from the maintenance account. $\$45,450,556.00 - \$5,709,196.00 = \$39,741,360.00 \times 3\% = \$1,192,241.00$

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Available Reserve Percentages (Criterion 10C, Line 9)	9.5%	7.5%	3.0%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	3.2%	2.5%	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			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)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2020-21)	545,806.00	28,733,824.00	N/A	Met
1st Subsequent Year (2021-22)	(1,122,152.50)	28,688,129.50	3.9%	Not Met
2nd Subsequent Year (2022-23)	(1,898,643.00)	29,133,268.00	6.5%	Not 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 the loss of CARES Act 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 (Form 011, Line F2) (Form MYPI, Line D2)	Status
Current Year (2020-21)	4,483,906.07	Met
1st Subsequent Year (2021-22)	3,293,584.77	Met
2nd Subsequent Year (2022-23)	1,394,941.97	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 (Form CASH, Line F, June Column)	Status
Current Year (2020-21)	1,878,485.00	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 \$71,000 (greater of)	0	to 300
4% or \$71,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and 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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4, Subsequent Years, Form MYPI, Line F2, if available.)	3,402	3,402	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):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	45,450,556.00	42,508,675.30	43,216,293.80
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)	45,450,556.00	42,508,675.30	43,216,293.80
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,363,516.68	1,275,260.26	1,296,488.81
6. Reserve Standard - by Amount (\$71,000 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)	1,363,516.68	1,275,260.26	1,296,488.81

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
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)	4,319,455.67	3,197,303.17	1,298,660.17
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)	(0.41)	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)	4,319,455.26	3,197,303.17	1,298,660.17
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	9.50%	7.52%	3.01%
District's Reserve Standard (Section 10B, Line 7):	1,363,516.68	1,275,260.26	1,296,488.81
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, the First Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the First Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item 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 (2020-21)	(4,502,014.00)	(4,559,590.00)	1.3%	57,576.00	Met
1st Subsequent Year (2021-22)	(4,642,811.00)	(6,296,245.00)	35.6%	1,653,634.00	Not Met
2nd Subsequent Year (2022-23)	(4,911,781.00)	(6,626,894.00)	34.9%	1,715,113.00	Not Met
1b. Transfers In, General Fund *					
Current Year (2020-21)	5,000.00	5,000.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	5,000.00	5,000.00	0.0%	0.00	Met
2nd Subsequent Year (2022-23)	5,000.00	5,000.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2020-21)	182,232.00	0.00	-100.0%	(182,232.00)	Not Met
1st Subsequent Year (2021-22)	182,232.00	0.00	-100.0%	(182,232.00)	Not Met
2nd Subsequent Year (2022-23)	182,232.00	0.00	-100.0%	(182,232.00)	Not 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. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

CARES Act funds were used to offset the contribution in Special Education.

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. NOT MET - The projected transfers out of the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

It is projected that the cafeteria will not need a contribution at this time. This will be reviewed again at 2nd interim.

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, 2020
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	29	Fund 51/object 86000	Fund 51/objects 7438-7439	24,068,541
Supp Early Retirement Program	4	General Fund/object 8011	General Fund/object 3900	674,864
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, 2020
TOTAL:				24,743,405

Type of Commitment (continued)	Prior Year (2019-20) Annual Payment (P & I)	Current Year (2020-21) Annual Payment (P & I)	1st Subsequent Year (2021-22) Annual Payment (P & I)	2nd Subsequent Year (2022-23) Annual Payment (P & I)
Capital Leases	27,403			
Certificates of Participation				
General Obligation Bonds	1,987,860	1,704,487	1,677,627	1,730,466
Supp Early Retirement Program	273,675	268,175	162,204	162,204
State School Building Loans				
Compensated Absences	131,984			

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2019-20) Annual Payment (P & I)	Current Year (2020-21) Annual Payment (P & I)	1st Subsequent Year (2021-22) Annual Payment (P & I)	2nd Subsequent Year (2022-23) Annual Payment (P & I)
Total Annual Payments:	2,420,922	1,972,662	1,839,831	1,892,670
Has total annual payment increased over prior year (2019-20)?		No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

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)

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

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

2. OPEB Liabilities

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. Total OPEB liability	5,341,250.00	5,502,343.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00	0.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	5,341,250.00	5,502,343.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial	Actuarial
Jun 30, 2019	Jun 30, 2020

3. OPEB Contributions

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

	Budget Adoption (Form 01CS, Item S7A)	First Interim
Current Year (2020-21)	513,423.00	540,614.00
1st Subsequent Year (2021-22)	513,423.00	540,614.00
2nd Subsequent Year (2022-23)	513,423.00	540,614.00

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

Current Year (2020-21)	199,997.00	172,507.00
1st Subsequent Year (2021-22)	199,997.00	172,507.00
2nd Subsequent Year (2022-23)	199,997.00	172,507.00

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

Current Year (2020-21)	150,589.00	174,905.00
1st Subsequent Year (2021-22)	185,473.00	207,659.00
2nd Subsequent Year (2022-23)	239,952.00	224,526.00

d. Number of retirees receiving OPEB benefits

Current Year (2020-21)	26	27
1st Subsequent Year (2021-22)	28	28
2nd Subsequent Year (2022-23)	30	30

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 (2020-21)
 - 1st Subsequent Year (2021-22)
 - 2nd Subsequent Year (2022-23)
- b. Amount contributed (funded) for self-insurance programs
 - Current Year (2020-21)
 - 1st Subsequent Year (2021-22)
 - 2nd Subsequent Year (2022-23)

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

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) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	201.4	200.9	195.9	195.9

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

One Year Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>

Multiyear Agreement

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

197,203

7. Amount Included for any tentative salary schedule increases

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
1,827,026	1,827,026	1,827,026
58.0%	58.0%	58.0%
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?

No		
----	--	--

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

Certificated (Non-management) Step and Column Adjustments

- 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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
No	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) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	203.8	196.1	185.4	185.4

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
One Year Agreement			
Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>
or			
Multiyear Agreement			
Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
7. Amount included for any tentative salary schedule increases	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
890,628	890,628	890,628
71.0%	71.0%	71.0%
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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
No	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.

No

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	42.0	38.0	37.0	37.0

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

If Yes, complete question 2.

If No, complete questions 3 and 4.

No

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

If Yes, complete questions 3 and 4.

Yes

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

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

40,748

4. Amount included for any tentative salary schedule increases

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Amount included for any tentative salary schedule increases			

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

- Are costs of H&W benefit changes included in the 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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	307,154	307,154	307,154
Percent of H&W cost paid by employer	60.0%	60.0%	60.0%
Percent projected change in H&W cost over prior year	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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
Cost of step & column adjustments	28,800	28,800	28,800
Percent change in step and column over prior year	0.0%	0.0%	0.0%

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
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			

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?

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



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.146 Board Consideration of Approval of Local Control Funding Formula (LCFF) Budget Overview for Parents
Presenter: Lois Yount	Action Item: XX Information Item:

As part of the Learning Continuity Plan, the State has developed a template that districts must use to outline the Local Control Funding Formula (LCFF) for parents and stakeholders.

Overview of the LCFF Budget:

- District’s LCFF revenue is determined by student average daily attendance, unduplicated percentages, and property taxes. Our LCFF revenue is \$32,830,337.
- LCFF revenue includes CARES funds of \$3,921,929.
- LCFF revenue includes \$4,669,065 for unduplicated or high needs students.
- Budgeted expenditures for high needs students in the Learning Continuity Plan total \$4,441,455.
- Actual expenditures for high needs students in 2019-20 was \$4,503,529.

Attachment: LCFF Budget Overview for Parents

Board approval is recommended.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Galt Joint Union ESD

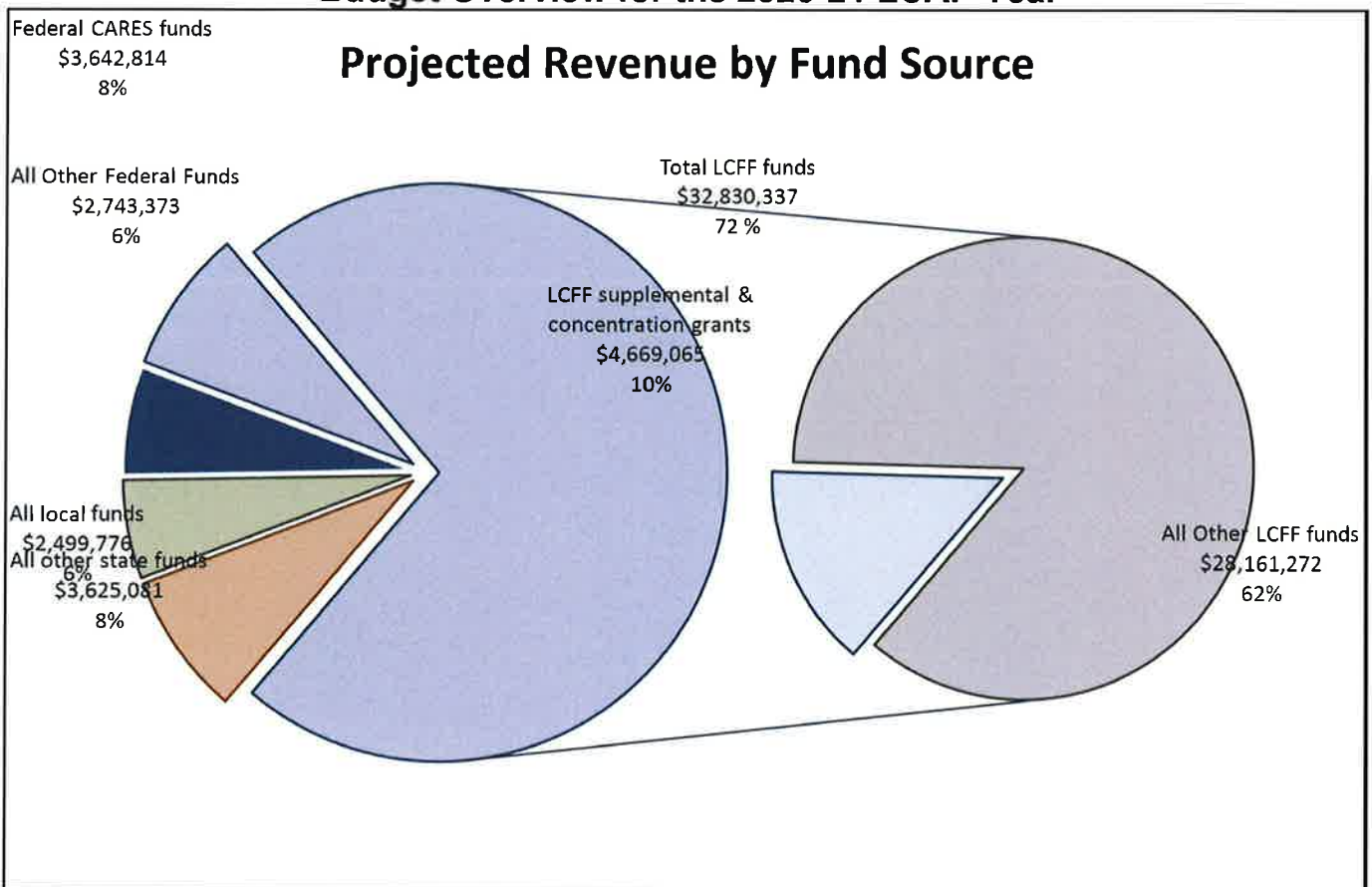
CDS Code: 34-67348

School Year: 2020-2021

LEA contact information: Karen Schauer, Superintendent

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

Budget Overview for the 2020-21 LCAP Year

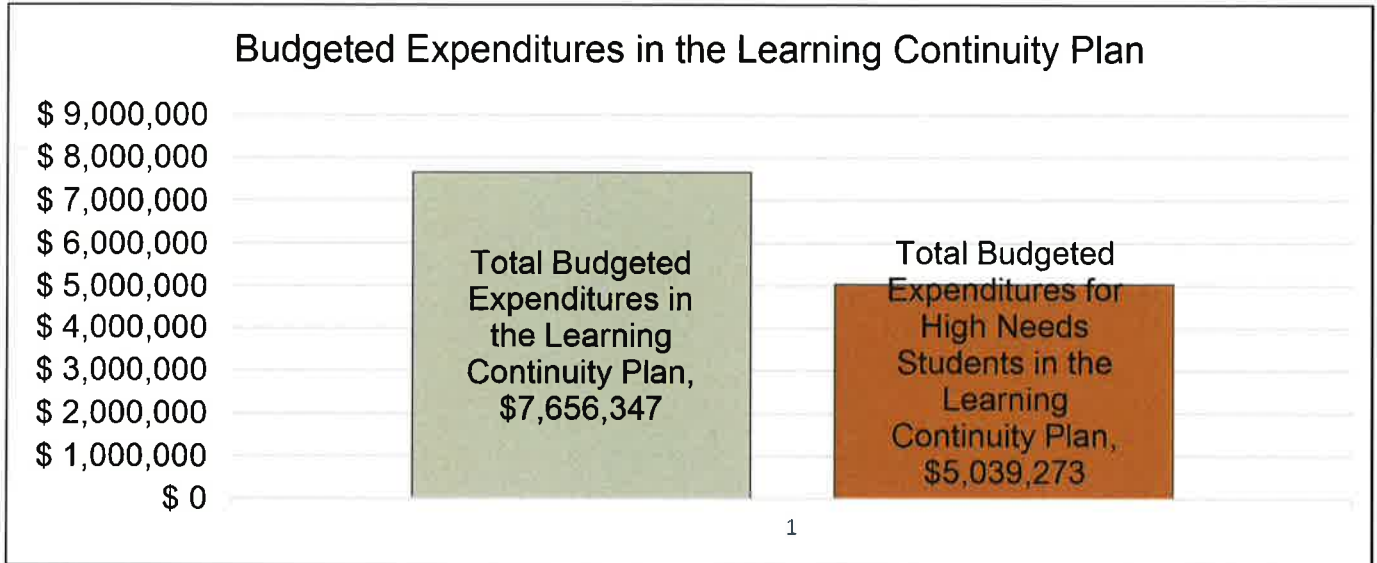


This chart shows the total general purpose revenue Galt Joint Union ESD expects to receive in the coming year from all sources.

The total revenue projected for Galt Joint Union ESD is \$45,341,381, of which \$32,830,337 is Local Control Funding Formula (LCFF), \$3,625,081 is other state funds, \$2,499,776 is local funds, and \$6,386,187 is federal funds. Of the \$6,386,187 in federal funds, \$3,642,814 are federal CARES Act funds. Of the \$32,830,337 in LCFF Funds, \$4,669,065 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Galt Joint Union ESD plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Galt Joint Union ESD plans to spend \$45,450,556 for the 2020-21 school year. Of that amount, \$7,656,347 is tied to actions/services in the Learning Continuity Plan and \$37,794,209 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

General Fund expenditures not included in the LCAP:

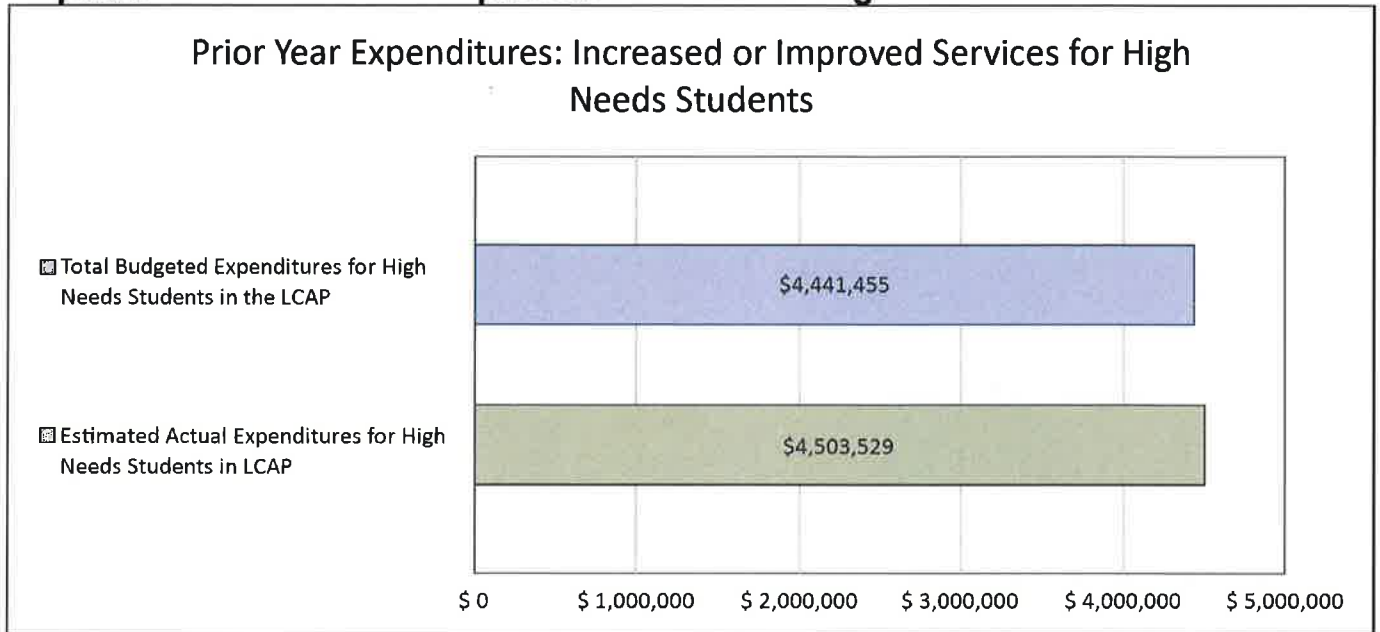
1. Certificated Staff
2. Special Education Instructional Assistants
3. District Psychologists, Speech Therapists
4. Business and Human Resource Services
5. Superintendent and Directors
6. General and Special Education Transportation
7. Informational Technology Department and Infrastructure
8. Administrative and Operational Supplies
9. Routine Maintenance and Operations
10. Utilities
11. Benefits

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-21, Galt Joint Union ESD is projecting it will receive \$4,669,065 based on the enrollment of foster youth, English learner, and low-income students. Galt Joint Union ESD must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Galt Joint Union ESD plans to spend \$5,039,273 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Galt Joint Union ESD budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Galt Joint Union ESD actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Galt Joint Union ESD's LCAP budgeted \$4,441,455 for planned actions to increase or improve services for high needs students. Galt Joint Union ESD actually spent \$4,503,529 for actions to increase or improve services for high needs students in 2019-20.



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: 12/14/2020	Agenda Item: 202.147 Board Consideration of Approval of Resolution No. 7 Authorizing District Participation in the California School Finance Authority State Aid Intercept Notes Through the Issuance and Sale of One or More Series of Tax and Revenue Anticipation Notes (TRANS) in Fiscal Year 2020-21
Presenter: Lois Yount	Action Item: XX Information Item:

In order to offset the fiscal impact of COVID-19, the State's 2020-21 Adopted Budget deferred \$12.9 billion in aid to school districts, community colleges and offices of education ("LEAs") expected to be paid in 2020-21 to 2021-22. In response to this, California State Treasurer Fiona Ma has created a new Statewide working capital financing program to help LEAs manage the financial impacts of the deferrals. The California School Finance Authority ("CSFA" or the "Authority") was created in 1985 to aid LEAs by providing access to financing for working capital and capital improvements. The goal of the CSFA State Aid Intercept Notes is to provide LEA's with a streamlined and secure process that minimizes the impact of the deferrals on their operations.

The District currently projects that it will experience a cash flow shortfall beginning April 2021 due to timing differences between its anticipated expenditures and estimated receipt of revenues. The Resolution being presented to the Governing Board authorizes a short-term borrowing by the District to address this cash flow shortfall through the issuance of tax and revenue anticipation notes ("TRANS" or "Notes") through the CSFA State Aid Intercept Notes Program.

ATTACHMENTS:

(a) **District Resolution and Resolution Certificate.** The resolution authorizes the issuance of the Notes by the District in an amount not-to-exceed \$7,000,000, specifies certain basic terms, parameters and form of the District Notes, and approves the form of the Note Purchase Agreement and Indenture described below. In particular, the Resolution establishes the maximum aggregate principal amount of the District TRANS to be issued (\$7,000,000). The Resolution describes the State Aid Intercept procedure to assist with repayment of the District Notes, the determination of repayment periods, certain representations and covenants of the District, and the District's Pledged Revenues. Pursuant to the Resolution, the District requests that the County Board of Supervisors notify the District within 45 calendar days following receipt of the certified copy of the Resolution, that the District may issue the District Notes on its own behalf, so that the District can participate in the CSFA State Aid Intercept Notes Program.

(b) Form of **Indenture.** Under the CSFA Program, each participating District issues a series of Notes which is sold to the CSFA. CSFA pools each District's Notes with Notes of other districts, and sells one or more series of Authority Notes, pursuant to an Indenture between CSFA and U.S. Bank National Association, as Trustee. The Authority Notes would be purchased by joint senior managers RBC Capital Markets and Citigroup Global Markets Inc., each acting on behalf of itself and other Underwriters to be appointed by the State Treasurer at a later date, who would in turn sell the Authority Notes to the investing public. Proceeds of the District Notes and the funds used to repay such Notes will be invested by the District in the County Treasury, or by the Trustee on the District's behalf in another type of permitted investment under the Indenture, respectively. District Note Proceeds will be deposited in the general fund of the District and used to finance projected cash flow deficits.

(c) Form of **Note Purchase Agreement.** The Resolution approves the form of a District Note Purchase Agreement (the "Purchase Agreement") by and between the District and the Authority. Pursuant to the Purchase Agreement, the Authority will agree to buy the District's Note. The conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various parties. Upon the pricing and sale of the TRANS, the final execution copy of the Purchase Agreement will be prepared following this form and the District's Authorized Officer will sign the Confirmation of Pricing.

Financial Impact: Approximately \$28,000. This amount will change based on actual TRAN amount and interest rates at the time the Notes are issued.

Board approval is recommended.

DISTRICT AUTHORIZING RESOLUTION NO. 7

ACTION ITEM

(PURSUANT TO CALIFORNIA GOVERNMENT CODE SECTION 53635.7)

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

SACRAMENTO COUNTY, CALIFORNIA

RESOLUTION OF THE GOVERNING BOARD AUTHORIZING DISTRICT PARTICIPATION IN THE CALIFORNIA SCHOOL FINANCE AUTHORITY STATE AID INTERCEPT NOTES (FISCAL YEAR 2020-21 SCHOOL AND COMMUNITY COLLEGE DISTRICT DEFERRALS) THROUGH THE ISSUANCE AND SALE OF ONE OR MORE SERIES OF FISCAL YEAR 2020-21 TAX AND REVENUE ANTICIPATION NOTES AND REQUESTING THE BOARD OF SUPERVISORS OF THE COUNTY TO WAIVE/DECLINE SUCH ISSUANCE BY THE COUNTY OR TO ISSUE AND SELL SAID SERIES OF NOTES

WHEREAS, in order to offset the fiscal impact of COVID-19, the State’s fiscal year 2020-21 Adopted Budget deferred approximately \$12.9 billion in aid to school districts, community college districts and county offices of education expected to be paid in 2020-21 to 2021-22; and

WHEREAS, the Galt Joint Union Elementary School District (the “**District**”) will require cash flow assistance from the deferral by the State of principal apportionments due to the District in the months of February, 2021 through and including June, 2021 (the “**Deferral Months**”) to the months of July, 2021 through November, 2021 (the “**Deferral Amounts**”).

WHEREAS, Section 53850 through and including Section 53858 of the California Government Code (the “**Act**”) (comprising Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Act) authorizes school districts, community college districts and county boards of education (each, an “**Issuer**”) to borrow money on a temporary basis through the issuance of short-term notes, including tax and revenue anticipation notes (“**TRANS**”); and

WHEREAS, the California School Finance Authority (the “**Authority**”), a public instrumentality of the State of California (the “**State**”) has established a Statewide pooled TRANS program including, but not limited to the State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals) (the “**CSFA Program**”) under the powers granted to the Authority pursuant to its enabling legislation, being Section 17170 *et seq.* of the Education Code of the State (the “**CSFA Act**”), for the purpose of providing working capital loans to school districts, community college districts and county offices of education; and

WHEREAS, the terms of the CSFA Program are highly favorable to the District and the Board has determined it to be in the best interests of the District to participate in the CSFA Program, along with other Issuers; and

WHEREAS, the governing board (the “**Board**”) of the District located in the above-referenced County (the “**County**”) has determined that, in order to satisfy certain financial obligations and working capital requirements, it is desirable that an aggregate principal amount of not-to-exceed \$7,000,000 (the “**Principal Amount**”), should be borrowed by the District for such purposes during the fiscal year ending June 30, 2021 (“**Fiscal Year 2020-21**”) by the issuance of 2020-21 Tax and Revenue Anticipation Notes by the District; and

WHEREAS, if the Authorized Officer (as defined herein) determines, that it is necessary for the District to effect a temporary borrowing for cash flow purposes in excess of the Deferral Amounts, the Board hereby determines to issue a series of District Notes to be secured by both the Deferral Amounts along with other Unrestricted Revenues (as defined herein) attributable to Fiscal Year 2020-21; and

WHEREAS, the Authorized Officer (as defined herein) may determine that the Principal Amount shall be divided into two or more portions, as evidenced by multiple series of District Notes (as defined below) issued simultaneously under one Note Purchase Agreement (as defined herein) and/or subsequently during the Fiscal Year 2020-21 under separate Note Purchase Agreements during Fiscal Year 2020-21, such Principal Amount to be confirmed, along with the interest rate, price and other terms of the sale or sales of the series of District Notes set forth in the applicable Confirmation of Pricing(s) (the “**Confirmation of Pricing**”) applicable to such series of District Notes; provided that “Series of District Notes” shall be deemed to refer to the District Note issued hereunder in one series by the County or the District, as applicable, or each individual Series of District Notes if issued in two or more series by the County or the District, as applicable; and

WHEREAS, the initial series of District Notes shall be referred to herein as the “**Series A District Notes**” and any subsequent series of which shall be referred to as the “**Additional District Notes**,” and collectively with the Series A District Notes, shall be referred to as the “**District Notes**” or the “**Notes**”), and an Additional District Notes may be issued in one or more series (each a “**Series**”) simultaneously with the Series A District Notes and/or subsequently to the issuance of the Series A District Notes;

WHEREAS, each Series of District Notes shall be issued in anticipation of the receipt by or accrual to the District during Fiscal Year 2020-21 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund, including Deferral Amounts, and, if so indicated in a Confirmation of Pricing, such other funds of the District specified therein; provided that pursuant to Section 53854 of the Government Code of the State, such Series of District Notes may be made payable during Fiscal Year 2021-22, but in no event later than 15 months after the date of issue, when such note or Series of Notes is payable only from revenue received or accrued during the fiscal year in which issued, it being anticipated that certain Deferral Amounts will be attributable to Fiscal Year 2020-21 but received by the District in Fiscal Year 2021-22; and

WHEREAS, for the purposes set forth above, this Board has determined that it is in the best interests of the District to issue District Notes in one or more Series, and that because the District does not have fiscal accountability status pursuant to Section 1080, Section 42647,

Section 42650 or Section 85266 of the California Education Code, the District hereby requests the Board of Supervisors of the County (the “**Board of Supervisors**”) to notify the District, within 45 calendar days following its receipt of a certified copy of this Resolution, that the District may issue the District Notes on its own behalf for the purpose of participating in the CSFA Program, as permitted under Section 53853(b) of the Act; and

WHEREAS, if the Board of Supervisors declines to so notify the District, the District requests the Board of Supervisors to issue the District’s Notes as soon as possible following its receipt of a certified copy of this Resolution so that the District Notes may be financed as a part of the CSFA Program; and

WHEREAS, certain taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys which will be received by or accrue to the District during Fiscal Year 2020-21, including Deferral Amounts, are, pursuant to Section 53856 of the Act, authorized to be pledged for the payment of the principal of the District Notes and the interest thereon as provided herein; and

WHEREAS, no money has been borrowed by or on behalf of the District through the issuance of tax anticipation notes or temporary notes in anticipation of the receipt of, or payable from or secured by, taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2020-21 which will be received by or will accrue to the District during Fiscal Year 2020-21 for the general fund indicated in a Confirmation of Pricing, or any other fund of the District named in such Confirmation of Pricing; and

WHEREAS, this Board hereby determines that the Principal Amount plus the interest payable thereon does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2020-21 which will be received by or which will accrue to the District during Fiscal Year 2020-21 for the general fund (taking into account certain Deferral Amounts), and, if so indicated in a Confirmation of Pricing, other specified funds of the District and which will be available for the payment of the principal of the District Notes and the interest thereon as provided herein; and

WHEREAS, the municipal advisor for the CSFA Program, being Montague DeRose and Associates (the “**Municipal Advisor**”), and the Underwriters for the CSFA Program, being RBC Capital Markets LLC and Citigroup Global Markets Inc., as joint senior managers (the “**Underwriters**”) have structured the CSFA Program so that the notes of the Authority (the “**Authority Notes**”) in one or more series (“**Series of Authority Notes**”) will be issued through the Authority and under the terms of an Indenture and/or a supplement thereto (the original indenture and each supplement thereto applicable to a Series of Authority Notes to which a District Note shall be assigned is herein collectively referred to as the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as Trustee (the “**Trustee**”), substantially in the form presented to this meeting of the Board; and

WHEREAS, each Issuer participating in any particular Series of Authority Notes under the CSFA Program will be required to sell each Series of its District Notes to the Authority

pursuant to a note purchase agreement (the District's note purchase agreement, in substantially the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as the "**Note Purchase Agreement**"), between the District and the Authority, and dated as of the date of the Confirmation of Pricing, applicable to the sale of one or more series of the District's Notes of such Series to be sold simultaneously, a form of which has been submitted to the Board; and

WHEREAS, the Authority will form one or more pools of notes (the "**Pooled Authority Notes**") of each participating Issuer pursuant to the advice of the Underwriters and the Municipal Advisor, and assign each respective series of notes to a particular pool (the "**Pool**") and sell a Series of Authority Notes secured by each Pool pursuant to the Indenture, each Series of Pooled Authority Notes distinguished by (i) whether or what type of credit secures such series of Pooled Authority Notes, (ii) the principal amounts or portions of principal amounts of the notes of such respective series assigned to the Pool, or (iii) other factors, and the District hereby acknowledges and approves the discretion of the Authority, acting upon the advice of the Underwriters and the Municipal Advisor, to assign the District Notes of such respective Series to such Pool and such Indenture as the Authority may determine; and

WHEREAS, at the time of execution of the Confirmation of Pricing applicable to the sale of the District Notes of each Series issued simultaneously, the District will (in such Confirmation of Pricing) request the Authority to issue a Series of Pooled Authority Notes pursuant to an Indenture to which such Series of District Notes identified in such Confirmation of Pricing will be assigned by the Authority in its discretion, acting upon the advice of the Underwriters, which series of Pooled Authority Notes will be payable from payments of all or a portion of principal of and interest on such Series of District Notes and the other respective series of notes of other participating Issuers assigned to the same Pool and assigned to the same Indenture to which the Series of District Notes is assigned; and

WHEREAS, each Issuer, whose series of notes is assigned to a Pool as security for a Series of Pooled Authority Notes, will be responsible for its share of the fees of the costs of issuing the applicable Series of Pooled Authority Notes; and

WHEREAS, each participating Issuer is required to approve the forms of Indenture and Note Purchase Agreement in substantially the forms presented to the Board, with such final terms and details to be determined in the Confirmation of Pricing applicable to the sale of the District Notes of such Series to be sold by the respective Issuer, including the District; and

WHEREAS, the Underwriters will submit an offer to the Authority to purchase the Series of Pooled Authority Notes which will be secured by the Indenture to which such Pool will be assigned; and

WHEREAS, all or any portions of the net proceeds of each Series of District Notes issued by the District may be invested in one or more Permitted Investments (as defined in the Indenture), including one or more investment agreements with one or more investment providers (if any), the initial investment of which is to be determined in the Confirmation of Pricing related to such Series of District Notes; and

WHEREAS, it is necessary to engage the services of certain professionals to assist the District in its participation in the CSFA Program;

NOW, THEREFORE, this Board hereby finds, determines, declares and resolves as follows:

Section 1. Recitals. All the above recitals are true and correct and this Board so finds and determines.

Section 2. TRANS Issuance.

(A) Initial Series of TRANS. The Board hereby determines to borrow, and hereby requests the Board of Supervisors to authorize the District to borrow on its own behalf, in anticipation of the receipt by or accrual to the District during Fiscal Year 2020-21 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund, including Deferral Amounts, and, if so indicated in the applicable Confirmation of Pricing, any other fund indicated in such Confirmation of Pricing, and not pursuant to any common plan of financing of the District, by the issuance under the Act, of Notes, designated generally as the District's "Tax and Revenue Anticipation Notes, 2020-21 Series A" in one or more Series, on a tax-exempt or taxable basis. The issuance of such Notes shall be in order of priority of payment described in the "**Series A District Notes**" being the initial Series of Notes issued under this Resolution, together with one or more series of Additional District Notes which may be issued simultaneously with, or subsequent to, upon a separate sale date, the issuance of the Series A District Notes, in accordance with the provisions hereof. The Additional District Notes may be tax-exempt or taxable, and payable on a parity or subordinate basis with the Series A District Notes. References herein to a Confirmation of Pricing shall be deemed to refer to the Confirmation of Pricing relating to and describing the particular Series of Notes and the applicable Series of Authority Notes secured by such Series of Notes.

The aggregate principal amount of all Series of Notes issued hereunder shall not exceed the lesser of (1) 85% of the amount of Unrestricted Revenues of the District for the remainder of or attributed to Fiscal Year 2020-21, or (2) the maximum accumulated cash flow deficit of the District, in the case of all Series of Tax-Exempt Notes. Additionally, if the District is a State-Credit Issuer (as defined herein), the principal amount of the Series A District Notes and any Additional District Notes secured solely by Deferral Amounts may not exceed the aggregate of the Deferral Amounts.

The Series of Notes are being issued to provide cash flow relief from the deferral by the State of principal apportionments due to the District in the months of February, 2021 through and including June, 2021 to the months of July, 2021 through and including November, 2021. The Series A District Notes will enjoy the benefit of the intercept procedure (the "**Intercept**") administered by the State Controller (the "**Controller**"), by which all or a portion of each Deferral Amount will be intercepted by the Controller and deposited into the District's Payment Account with the Trustee. Due to the timing of the calculation for the actual Deferral Amount for the month of June, 2021 (the "**Final June Deferral Amount**"), based on the second principal apportionment (P-2) information, proceeds of the Series A District Notes attributable to the

estimated June Deferral Amount based on the first principal apportionment (P-1) (the “**Estimated June Deferral Amount**”) will be deposited in escrow with the Trustee (the “**Escrow Account**”) until the June Deferral Amount is provided to the Authority, following which time, (i) if the Final June Deferral Amount is equal to or greater than the Estimated June Deferral Amount, the amount in escrow equal to the Estimated June Deferral Amount, taking into consideration investment earnings thereon, will be released to the District for deposit into its general fund; or (ii) if the Final June Deferral Amount is less than the Estimated June Deferral Amount, an amount equal to the difference between the Final June Deferral Amount and the Estimated June Deferral Amount will be transferred to the Payment Account of the District, taking into consideration investment earnings thereon, and the remainder will be released to the District for deposit into its general fund. The District will be a “**State-Credit Issuer**” if repayment of its Series A District Notes are made solely from the Deferral Amounts and the Intercept by the Controller as described herein.

(B) Terms of Series of Notes. The Notes of each Series shall be issued in the form of one registered note in the principal amount thereof as set forth in the Confirmation of Pricing and all such principal amounts aggregating to the principal amount set forth in the Confirmation of Pricings, in each case, to bear a Series designation, to be dated the date of its delivery to the initial purchaser thereof, to mature (without option of prior redemption) not more than thirteen (13) months thereafter on a date indicated on the face thereof and determined in the Confirmation of Pricing applicable to such Series (the “**Maturity Date**”), and to bear interest, payable at maturity (and, if the maturity is longer than twelve (12) months, an additional interest payment shall be payable within twelve (12) months of the issue date, as determined in the Confirmation of Pricing) and computed upon the basis of a 360-day year consisting of twelve 30-day months, at a rate not to exceed twelve percent (12%) per annum as determined in the Confirmation of Pricing applicable to the Notes of such Series and indicated on the face of such Notes (collectively, the “**Note Rate**”).

If Notes of a Series or the Pooled Authority Notes issued in connection therewith are not fully paid at their Maturity Date, the unpaid portion thereof shall be deemed outstanding and shall continue to bear interest thereafter at the Default Rate (as defined in the Indenture) until paid. In such case, the obligation of the District with respect to such Defaulted Note or unpaid Notes of a Series shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution, and the District shall not be liable thereon except to the extent of the income and revenue provided for Fiscal Year 2020-21 within the meaning of Article XVI, Section 18 of the California Constitution, as provided in the section herein entitled “Source of Payment.”

Both the principal of and interest on the Notes of each Series shall be payable in lawful money of the United States of America, but only upon surrender thereof, at the corporate trust office of the Trustee in San Francisco, California, or as otherwise indicated in the Indenture. The aggregate Principal Amount may, prior to the issuance of any Series, be reduced from the aggregate Principal Amount specified above, at the discretion of the Underwriters upon consultation with the Authorized Officer or, if and to the extent necessary to obtain an approving legal opinion of Norton Rose Fulbright US LLP (“**Bond Counsel**”) as to the legality thereof or, if applicable, the exclusion from gross income for federal tax purposes of interest thereon.

In the event the Board of Supervisors of the County authorizes the issuance of the Notes by the District on its own behalf, as provided in Section 53853(b) of the Act, following receipt of this Resolution, this Board hereby authorizes issuance of such Notes, in the District's name, in one or more Series, pursuant to the terms stated in this Resolution. The Notes shall then be issued in conjunction with one or more series of notes of one or more other Issuers as part of the CSFA Program and within the meaning of Section 53853(b) of the Act.

Section 3. Form of Notes. The Notes of each Series shall be issued in fully registered form without coupons and shall be substantially in the form set forth in Exhibit A attached hereto and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures.

Section 4. Sale of Notes; Delegation. Any one of the President or Chairperson, Secretary or Clerk of the Governing Board, the Superintendent, Superintendent/President, Chancellor, the Assistant Superintendent of Business, the Assistant Superintendent, Vice President of Business and Administration, Vice Chancellor of Administrative Services, Director, Business Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or the equivalent, or, in the absence of said officer, his or her duly appointed designee (each an "**Authorized Officer**"), is hereby authorized and directed to confirm, with the Authority and the California State Treasurer, as the Agent for Sale (the "State Treasurer"), an interest rate or rates on the Notes of each Series to the stated maturity or maturities thereof, which shall not, in any individual case, exceed twelve percent (12%) per annum (per Series of Notes), and the purchase price to be paid by the Authority for the Notes of each Series, which purchase price shall be at a discount which when added to the District's share of the costs of issuance shall not be more than the greater of (a) one percent (1%) of (i) the principal amount of the Note, if only one Series of Notes is issued or (ii) the sum of the principal amounts of each individual Series of Notes, if more than one series is issued, or (b) five thousand dollars (\$5,000). If such interest rate and price and other terms of the sale of the Notes of a Series set forth in the Confirmation of Pricing are acceptable to said Authorized Officer, said Authorized Officer is hereby further authorized and directed to execute and deliver the Confirmation of Pricing supplement to be delivered by the Authority to the District on a date within five (5) days, or such longer period of time as may be agreed upon by the Authority, of said negotiation of interest rates and purchase price during the period from the date of adoption of this Resolution through June 15, 2021, substantially in the form presented to this meeting as Schedule I to the Note Purchase Agreement, with such changes therein as said Authorized Officer shall require or approve, and such other documents or certificates required to be executed and delivered thereunder or to consummate the transactions contemplated hereby or thereby, for and in the name and on behalf of the District, such approval by this Board and such officer to be conclusively evidenced by such execution and delivery. A Note Purchase Agreement may reference more than one Series of Notes if such Series of Notes are issued simultaneously. In the event more than one Series of Notes is issued, a separate Confirmation of Pricing shall be executed and delivered corresponding to each Series of Notes. Any Authorized Officer is hereby further authorized to execute and deliver, prior to the execution and delivery of the Confirmation of Pricing, the Note Purchase Agreement, substantially in the form presented to this meeting, which form is hereby approved, with such changes therein as said officer shall require or approve, such approval to be conclusively evidenced by such execution and delivery; provided, however, that any such Note Purchase Agreement shall not be effective and binding on

the District until the execution and delivery of the corresponding Confirmation of Pricing. Delivery of a Confirmation of Pricing by telecopy, or electronic transmission of an executed copy shall be deemed effective execution and delivery for all purposes. If requested by said Authorized Officer at his or her option, any duly authorized deputy or assistant of such Authorized Officer may approve said interest rate or rates and price by execution of the Note Purchase Agreement and/or the Confirmation of Pricing.

Section 5. Issuance of Additional District Notes. The District (or the County on behalf of the District, as applicable) may at any time issue pursuant to this Resolution, one or more Additional District Notes, subject in each case to the following specific conditions, which are hereby made conditions precedent to the issuance of any such Additional District Notes:

(A) The District shall not have issued any TRANs relating to the Fiscal Year 2020-21 except (i) in connection with the CSFA Program under this Resolution, or (ii) notes secured by a pledge of its Unrestricted Revenues (as defined herein) that are subordinate in all respects to the pledge of its Unrestricted Revenues hereunder; (iii) the District shall be in compliance with all agreements and covenants contained herein; and (iv) no Event of Default shall have occurred and be continuing with respect to any such outstanding previously issued notes or Series of Notes.

(B) The aggregate Principal Amount of Notes issued and at any time outstanding hereunder shall not exceed any limit imposed by law, by this Resolution or by any resolution of the Board amending or supplementing this Resolution (each a “**Supplemental Resolution**”). Additional District Notes issued hereunder shall only be issued for the purpose of participating in the CSFA Program through another Series of Notes.

(C) If the Additional District Notes are secured by the Deferral Amounts, such Additional District Notes shall be limited to the remaining Deferral Amounts.

(D) Whenever the District shall determine to issue, execute and deliver any Additional District Notes pursuant to this Section, the Note principal amount of which, when added to the Note principal amounts of all Series of Notes previously issued by the District, would exceed the not-to-exceed Principal Amount authorized by this Resolution, the District shall adopt a Supplemental Resolution amending this Resolution to increase the not-to-exceed Principal Amount as appropriate and shall submit such Supplemental Resolution to the Board of Supervisors of the County as provided in Section 53850 *et seq.* of the Act with a request that the County authorize the District to issue such Additional District Notes on its own behalf as provided herein. The Supplemental Resolution may contain any other provision authorized or not prohibited by this Resolution relating to such Additional District Notes.

(E) Prior to the issuance of such Additional Series Notes, the District shall file or cause to be filed the following documents with the Trustee: (i) an Opinion of Counsel to the District to the effect that (a) such Additional District Notes constitute the valid and binding obligations of the District, (b) such Additional District Notes are special obligations of the District and are payable from the moneys pledged to the payment thereof in this Resolution, and (c) the applicable Supplemental Resolution, if any, has been duly adopted by the District; (ii) a certificate of the District certifying as to the incumbency of its officers and stating that the requirements of this Section have been met; (iii) a certified copy of this Resolution and any

applicable Supplemental Resolution; (iv) if this Resolution was amended by a Supplemental Resolution to increase the maximum Principal Amount, the resolution of the County Board of Supervisors approving such increase in the not-to-exceed Principal Amount and the issuance of such Additional District Notes, or evidence that the County Board of Supervisors has elected to not issue such Additional District Notes; (v) an executed counterpart or duly authenticated copy of the applicable Note Purchase Agreement; (vi) a Confirmation of Pricing relating to the Additional District Notes duly executed by an Authorized Officer (as defined herein); (vii) the Additional District Notes duly executed by the applicable representatives of the District or the County, as provided herein, either in connection with the initial issuance of the Series A District Notes or in connection with any Supplemental Resolution increasing the maximum Principal Amount; and (viii) if the Additional District Notes are to be payable on parity with the District's outstanding Notes, evidence or confirmation that no rating then in effect with respect to any outstanding Notes, series of notes or series of bonds, as applicable, from a Rating Agency will be withdrawn, reduced, or suspended solely as a result of the issuance of such Additional District Notes.

Section 6. Program Approval. The District hereby delegates to the Authority the authority to determine the structure and parameters of the CSFA Program, with the Authorized Officer of the District accepting and approving such determinations by execution of the Confirmation of Pricing.

(A) Pooled Structure. The Confirmation of Pricing for a Series of Notes may, but shall not be required to, specify the Series of Pooled Authority Notes to which such Series of Notes will be assigned (but need not include information about other series of notes assigned to the same pool or their Issuers). The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, to which each Series of Notes issued by the District will be assigned, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Confirmation of Pricing for such Series of Notes and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Confirmation of Pricing and the Credit Agreement(s) (if any).

The form of Indenture presented to this meeting is hereby acknowledged and approved, and it is acknowledged that the Authority will execute and deliver the Indenture and one or more Supplemental Indentures, which shall be identified in the Confirmation of Pricing applicable to the Series of Notes to be issued, in substantially one or more of said forms with such changes therein as the Authorized Officer who executes such Confirmation of Pricing shall require for approval (substantially final forms of the Indenture and the Supplemental Indenture (if applicable) to be delivered to the Authorized Officer concurrently with the Confirmation of Pricing applicable to the Series of Notes to be issued), such approval of such Authorized Officer and this Board to be conclusively evidenced by the execution of the Confirmation of Pricing applicable to such Series of Notes. It is acknowledged that the Authority is authorized and requested to issue one or more Series of Pooled Authority Notes pursuant to and as provided in the Indenture as finally executed and, if applicable, each Supplemental Indenture as finally executed.

Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement(s) and Official Statement(s) of the Authority relating to a Series of Pooled Authority Notes. If, at any time prior to the execution of a Confirmation of Pricing, any event occurs as a result of which the information contained in the corresponding Preliminary Official Statement or other offering document relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter.

Subject to the Section 11 hereof, the District hereby agrees that if a Series of Notes shall become a Defaulted Note, the unpaid portion thereof shall be deemed outstanding and shall not be deemed to be paid until the holders of such Series of Notes or the Series of the Pooled Authority Notes issued in connection with such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. Holders of such Series of Pooled Authority Notes will be deemed to have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes is secured in whole or in part by a Credit Instrument (by virtue of the fact that the corresponding Series of Pooled Authority Notes is secured by a Credit Instrument), any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, assigned to the Series of Pooled Authority Notes issued in connection with such Series of Notes, at the time of original issuance of such Series of Pooled Authority Notes. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

[THE FOLLOWING PRELIMINARY OFFICIAL STATEMENT SECTION SHALL APPLY TO TRADITIONAL TRANS (NON STATE-CREDIT ISSUERS) and ISSUERS WITH DISTRICT SENIOR EXISTING INDEBTEDNESS, AS APPLICABLE]

(B) Preliminary Official Statement. Each Authorized Officer is authorized to provide the Authority and the Underwriters with a compilation of District information including, but not limited to the information listed in Exhibit C hereto, to be included in the Preliminary Official Statement, and the Underwriters are hereby authorized to distribute the Preliminary Official Statement in connection with the offering and sale of each series of notes associated with the CSFA Program. Each Authorized Officer is hereby authorized and directed to provide the Authority and the Underwriters with such information relating to the District as the Authority and Underwriters shall reasonably request for inclusion in the Preliminary Official Statement.

Upon inclusion of the information relating to the District therein, the Preliminary Official Statement for the applicable Series of notes associated with the CSFA Program, as applicable, shall be, except for certain omissions permitted by Rule 15c2-12 of the Securities Exchange Act of 1934, as amended (the “**Rule**”), deemed final within the meaning of the Rule; provided that no representation is made as to the information contained in a Preliminary Official Statement relating to the other Issuers and the Authority is hereby authorized to certify on behalf of the District that the Preliminary Official Statement is, as of its date, deemed final within the meaning of the Rule. If, at any time prior to the execution of a Confirmation of Pricing, any event occurs as a result of which the information contained in the Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriters. The Authority is hereby authorized and directed, at or after the time of the sale of the Authority Notes, for and in the name and on behalf of the District, to execute or approve a final Official Statement, with such additions thereto or changes therein as the Authority may approve, such approval to be conclusively evidenced by the execution and delivery thereof.

(C) Reserved.

(D) Appointment of Professionals. In connection with the CSFA Program, Montague DeRose and Associates, LLC, is hereby appointed and approved as Municipal Advisor, the law firm of Norton Rose Fulbright US LLP is hereby appointed and approved as Bond Counsel, Nixon Peabody LLP is hereby appointed and approved as Disclosure Counsel, and joint senior managers RBC Capital Markets LLC and Citigroup Global Markets Inc., each acting on behalf of itself and other underwriters to be appointed by the State Treasurer at a later date, are hereby appointed and approved as Underwriters for the CSFA Program. U.S. Bank National Association is hereby appointed and approved as Trustee for the CSFA Program. In addition, the District may appoint and approve a law firm to act as special counsel to the District in connection with the CSFA Program.

Section 7. No Joint Obligation. Each Series of Notes will be issued in conjunction with a series of notes of one or more other Issuers and will be assigned to a Pool in order to secure a corresponding Series of Pooled Authority Notes. In all cases, the obligation of the District to make payments on or in respect to each Series of its Notes is a several and not a joint obligation and is strictly limited to the District’s repayment obligation under this Resolution, the resolution of the county providing for the issuance of the District Note, if applicable, and such Series of Notes.

Section 8. Debt Management Policy With Respect to Notes. Notwithstanding any other debt management policy of the District heretofore or hereafter adopted, the debt management policy of the District pertaining to each Series of Notes shall be consistent with, and the Board hereby approves, the following: (i) the proceeds of each Series of Notes may be used and expended by the District for any purpose for which the District is authorized to use and expend moneys, including but not limited to current expenses, capital expenditures, investment and reinvestment, and the discharge of any obligation or indebtedness of the District, as provided by Section 53852 of the Act; (ii) the debt that may be issued pursuant to this debt management policy is limited to each Series of Notes authorized under this Resolution; (iii) each Series of

Notes shall be issued to manage the cash flow requirements of the District based on the District's budgetary needs and consistent with the limitations provided for in this Resolution; (iv) the objective of this debt management policy is to implement cost effective cash flow borrowing under the CSFA Program for Fiscal Year 2020-21, whereby participating school districts, community college districts and county boards of education throughout the State of California will simultaneously issue district notes; and (v) to ensure the proceeds of each Series of Notes will be directed to their intended use, moneys allocable to each Series of Notes from the sale of the corresponding Series of Authority Notes, net of the District's share of the costs of issuance, shall be deposited in the District's Proceeds Account (as hereinafter defined) attributed to such Series of Notes and held and invested by the Trustee under the Indenture for the District, or transferred in the name of the District's General Fund to the Treasurer of the County, or as otherwise provided under the Indenture, and said moneys may be used and expended by the District for such use upon requisition from such Proceeds Account as specified in the Indenture, as applicable. Any debt management policy adopted by the Board hereafter in contravention of the foregoing shall be deemed to modify the authorization contained herein only if it shall specifically reference this Resolution and Section. With the passage of this Resolution, the Board hereby certifies that the District has adopted local debt policies with respect to each Series of Notes issued pursuant to this Resolution that comply with California Government Code Section 8855(i), and that the District Notes authorized to be issued pursuant to this Resolution are consistent with such policies, and instructs Bond Counsel (as herein defined) to check on behalf of the District the "Yes" box relating thereto in the Report of Proposed Debt Issuance filed pursuant to California Government Code Section 8855 with respect to each Series of Notes issued pursuant to this Resolution.

Section 9. Disposition of Proceeds of Notes. A portion of the proceeds of the District Notes, allocable to the District's share of the Authority's costs of issuance, shall be retained by the Authority and used to pay Costs of Issuance with respect to the Authority Notes, as provided in the Indenture. Subject to Section 2 herein, the remaining proceeds of the District Notes will be deposited in its Proceeds Account and transferred by the Trustee in the name of the District's General Fund to the County Treasurer where the District is located, which shall be invested by the District, as reasonably practicable, with such Treasurer of the County.

The District hereby covenants that, to the extent its District Notes will be allocated by the Authority to a Tax-Exempt Series of Authority Notes, it will comply with the terms of the District Tax Certificate to be executed by the District with respect to the District Notes (the "District Tax Certificate") and any other instructions requested by or otherwise provided by Bond Counsel.

Section 10. Payment Account.

(A) The Trustee shall transfer to each Payment Account (hereinafter defined) relating to a Series of Notes Pledged Revenues from amounts intercepted on behalf of the District as described in Section 11 below or, if applicable, for non-State Credit Issuers, deposited by or on behalf of the District, by the tenth Business Day of each Repayment Period (as defined hereinafter) (or such other day of each Repayment Period designated in the Confirmation of Pricing), amounts which, taking into consideration anticipated earnings thereon to be received by the Maturity Date (as set forth in a Certificate from the Municipal Advisor to the Trustee), are

equal to the percentages of the principal and interest due with respect to such District Notes for the corresponding Repayment Period set forth in such Confirmation of Pricing; provided, however, if as described in Section 2 herein, the District's Final June Deferral Amount is less than the Estimated June Deferral Amount, the Trustee shall transfer from the District's Escrow Account an amount equal to the difference between the Final June Deferral Amount and the Estimated June Deferral Amount to the Payment Account of the District, and the remainder will be released to the District for deposit into its General Fund, as provided in the Indenture.

(B) For District Notes issued in calendar year 2021 and allocated by the Authority to a series of Authority Notes, the interest on which is intended to be Tax-Exempt (a "**Tax-Exempt Series of Authority Notes**"), in the event that either (A) the Note Principal Amount of the District Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2021, will, at the time of the issuance of such District Notes (as represented by the District in the District Tax Certificate) exceed \$15,000,000, or (B) the Note Principal Amount of such District Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2021, will, at the time of the issuance of such District Notes (as represented by the District in the District Tax Certificate), exceed \$5,000,000, paragraph (D) below shall apply. In such case, the District shall be deemed a "**Large Issuer**" with respect to such District Notes.

(C) For District Notes issued in calendar year 2021 and allocated by the Authority to a Tax-Exempt Series of Authority Notes, in the event that both (A) the Note Principal Amount of the District Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2021, will not, at the time of the issuance of such District Notes (as represented by the District in the District Tax Certificate) exceed \$15,000,000, and (B) the Note Principal Amount of such District Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2021, will not, at the time of the issuance of such District Notes (as represented by the District in the District Tax Certificate), exceed \$5,000,000, paragraph (D) below shall not apply. In such case, the District shall be deemed a "**Small Issuer**" with respect to such District Notes.

(D) For District Notes allocated by the Authority to a Tax-Exempt Series of Authority Notes, as set forth in greater detail in the District Tax Certificate, the District will certify as to its reasonably expected "maximum anticipated cumulative cash-flow deficit." To the extent, as set forth in the District Tax Certificate, less than 100% of the proceeds of the District Notes are treated as "spent" for purposes of Section 148 of the Internal Revenue Code of 1986 (the "**Code**") and the Treasury Regulations thereunder (the "**Arbitrage Regulations**"), the District shall be subject to the arbitrage rebate requirements (the "**Rebate Requirement**") of Section 148 of the Code. In such event, the District shall promptly notify the Authority in writing using a

form of notification appended to the District Tax Certificate, that the District Notes do not qualify for an exception to arbitrage rebate and, therefore, proceeds of the District Note must be taken into account by the Authority's arbitrage rebate consultant in calculating the Authority's rebate liability, if any, with respect to the issue of Authority Notes to which the District Notes are allocable. The District agrees to pay to the Authority the District's share of the Authority's rebate liability, if any, as determined by the Authority's arbitrage rebate consultant.

(E) The term "**Tax-Exempt**" shall mean, with respect to a Series of Authority Notes, that the interest to be paid on such Series of Authority Notes is intended to be excluded from the gross income of the holders thereof for federal income tax purposes.

Section 11. Source of Payment.

(A) Pledge. The term "**Unrestricted Revenues**" shall mean the taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2020-21 which will be received by or will accrue to the District during such fiscal year for the general fund, including the Deferral Amounts, and, if so indicated in a Confirmation of Pricing, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Confirmation of Pricing) of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on all Series of Notes issued hereunder, subject to the payment priority provisions set forth herein and this Section, the District hereby pledges the revenues described below to be received by the District in the periods specified in each Confirmation of Pricing as Repayment Periods (each individual period a "**Repayment Period**" and collectively the "**Repayment Periods**"), in an amount equal to the percentages of the principal and interest due with respect to each Series of Notes at maturity for the corresponding Repayment Period specified in such Confirmation of Pricing (the "**Pledged Revenues**"):

(1) As a State-Credit Issuer, the District hereby pledges its Deferral Amounts.

(2) If an Authorized Officer of the District later determines that the District is not a State-Credit Issuer, as indicated in its Confirmation of Pricing, the District hereby pledges the first Unrestricted Revenues to be received by the District.

(B) General Obligation. As provided in Section 53857 of the Act, notwithstanding the provisions of Section 53856 of the Act and of subsection (C) below of this Section, all Series of Notes issued hereunder shall be general obligations of the District and, in the event that on the tenth Business Day (as defined in the Indenture) of each such Repayment Period (or such other day of each Repayment Period designated in the Confirmation of Pricing) the District has not received sufficient Deferral Amounts, or Unrestricted Revenues, as applicable, to permit the deposit into each Payment Account of the full amount of Pledged Revenues to be deposited therein from said Deferral Amounts or Unrestricted Revenues, respectively, in such Repayment Period, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of all Series of Notes and the interest thereon, as and when such other moneys are received or are otherwise legally available, in the following order of priority: first, to satisfy pro-rata any deficiencies attributable to any

Series of Senior Notes; second, to satisfy pro-rata any deficiencies attributable to any Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to satisfy any deficiencies attributable to any other Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Confirmation of Pricing, in such order of priority. “Senior Notes” means the District’s Series A District Notes and any Additional Series of Senior Notes.

(C) Lien and Charge. As provided in Section 53856 of the Act, all Series of Notes issued hereunder and the interest thereon, subject to the payment priority provisions hereof, shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues.

(D) Payment Accounts. In order to effect, in part, the pledge provided for in subsection (A) of this Section, the District agrees to the establishment and maintenance as a special fund of the District of a separate Payment Account for each Series of District Notes issued hereunder (each a “**Payment Account**”) held by the Trustee under the Indenture, and the Trustee is hereby appointed as the responsible agent to maintain such fund until the payment of the principal of the corresponding Series of Notes and the interest thereon, and the District hereby covenants and agrees to cause to be deposited directly in each Payment Account the Funds Subject to Intercept (as defined in Section 11(E) below) and may, at the District’s option, deposit Unrestricted Revenues during any Repayment Period, a pro-rata share (as provided below) of the first Unrestricted Revenues received in each Repayment Period specified in the applicable Confirmation of Pricing and any Unrestricted Revenues received thereafter until the amount on deposit in each Payment Account, taking into consideration anticipated investment earnings thereon to be received by the Maturity Date applicable to the respective Series of Notes (as set forth in a certificate from the Municipal Advisor to the Trustee), is equal in the respective Repayment Periods identified in the Confirmation of Pricing applicable to such Series of Notes to the percentages of the principal of and interest on such Series of Notes at maturity specified in the Confirmation of Pricing applicable to such Series of Notes; provided that such deposits shall be made in the following order of priority: first, pro-rata to the Payment Account(s) attributable to any applicable Series of Senior Notes; second, pro-rata to the Payment Account(s) attributable to any applicable Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to the Payment Account(s) attributable to any other applicable Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Confirmation of Pricing, in such order of priority.

Subject to the payment priority provisions of Section 20 hereof and this Section, any moneys placed in the Payment Account attributed to a Series of Notes shall be for the benefit of (i) the holders of the Series of Pooled Authority Notes issued in connection with the Pool of which such Series of District Notes is a part and (ii) (to the extent provided in the Indenture) the Credit Provider(s), if any. Subject to the payment priority provisions of Section 20 hereof and this Section, the moneys in the Payment Account attributed to the Series of Notes shall be applied only for the purposes for which the Payment Account is created until the principal of such Series of Notes and all interest thereon are paid or until provision has been made for the payment of the principal of such Series of Notes at maturity of such Series of Notes with interest

to maturity (in accordance with the requirements for defeasance of the related Series of Pooled Authority Notes, as set forth in the Indenture).

(E) Intercept Procedures. This Board hereby determines and elects to participate in the funding of debt service payments, amounts pledged, fees and charges, and other costs necessary or incidental in connection with the District Notes and payments on Authority Notes attributed to the District, as permitted under California Education Code section 17199.4. In accordance with the requirements set forth in Section 17199.4 of the Education Code and to effect the pledge contained in this resolution, the District shall and does hereby authorize and instruct the State Controller to intercept Pledged Revenues from moneys designated for apportionment to the District for fiscal year 2020-21 (“**Funds Subject to Intercept**”), and to transfer such amounts to the Trustee for deposit into the Payment Account with a designation to the Trustee of the amounts to be credited for the District. Upon such deposit, such funds will not be available to the District. The District shall provide, or cause to be provided on its behalf, a notice to the State Controller accompanied by a schedule setting forth the dates and amounts of intercepts, together with instructions to whom such funds shall be wired, substantially in the form attached hereto as Exhibit B, and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures (the “**Intercept Schedule**”). In circumstances where, despite having received a proper Intercept Schedule on behalf of the District, the Funds Subject to Intercept are inadvertently sent to the District during a Repayment Period, the District is obligated to remit the Funds Subject to Intercept to the Trustee forthwith. If the District receives any Pledged Revenues necessary for repayment of the District Notes during a Repayment Period, it will immediately deposit such amounts with the Trustee for deposit into the Payment Account.

Should the Legislature of the State take action following the date of issuance of the District Notes (a “**Change in State Law**”) to advance or further defer the dates upon which the Deferral Amounts are to be paid, or to otherwise alter the Deferral Amounts, the Authority on the District’s behalf shall adjust the Intercept Schedule and Notice to the State Controller, so that sufficient funds are available for repayment of the District Notes. If the effect of the Change in State Law is to reduce any Deferral Amounts due to be paid to the District, so that a greater percentage of the apportionments payable in due course to the District during any of the Deferral Months is in fact paid during the Deferral Months (each, a “Restored Apportionment”), the District has authorized the Authority, on the District’s behalf, to provide the Controller with a revised Intercept Schedule or schedules that (a) reduce the Funds Subject to Intercept during the months of July through and including November 2021 by an amount equal to the Restored Apportionment and (b) subject all of the Restored Apportionment to the Intercept Notice and Schedule in the Repayment Periods and in the amounts established pursuant to the Change in State Law.

If the effect of the Change in State Law is to delay one or more dates upon which the Deferral Amounts were, as of the date of issuance of the District Notes, expected to be paid to the District, the District has authorized the Authority, on its behalf, to provide the Controller with a revised Intercept Schedule that reduces or increases, as appropriate, the Deferral Amounts as and when scheduled to be received under the terms of the Change in State Law during revised Repayment Periods.

(F) Determination of Repayment Periods. With respect to each Series of District Notes, the length of any individual Repayment Period shall not exceed the greater of three (3) consecutive calendar months or ninety (90) days, and the number of Repayment Periods determined in the related Confirmation of Pricing shall not exceed nine (9), or as otherwise determined in the related Confirmation of Pricing; provided, however, that (1) the first Repayment Period of any Series of Subordinate Notes shall not occur prior to the end of the last Repayment Period of any outstanding Series of Notes of a higher priority; and (2) if the first Repayment Period of any Series of Subordinate Notes overlaps the last Repayment Period of any outstanding Series of Notes of a higher priority, no deposits shall be made in the Payment Account of such Subordinate Notes until all required amounts shall have been deposited into the Payment Accounts of all outstanding Series of Notes of a higher priority. Any Authorized Officer is hereby authorized to approve the determination of the Repayment Periods and percentages of the principal and interest due with respect to each Series of District Notes at maturity required to be on deposit in the related Payment Account in each Repayment Period, all as specified in the Confirmation of Pricing, by executing and delivering the Confirmation of Pricing, such execution and delivery to be conclusive evidence of approval by this Board and such Authorized Officer.

(G) Application of Moneys in Payment Accounts. On any interest payment date (if different from the Maturity Date) and on the Maturity Date of a Series of Notes, the moneys in the Payment Account attributed to such Series of Notes shall be transferred by the Trustee, to the extent necessary, to pay, in the case of an interest payment date, the interest, and in the case of the Maturity Date, the principal of and interest with respect to such Series of Notes, subject to the payment priority provisions of Section 20 hereof and this Section, in the event that moneys in the Payment Account attributed to any Series of Notes are insufficient to pay the principal of and/or interest with respect to such Series of Notes in full on an interest payment date and/or the Maturity Date, moneys in such Payment Account together with moneys in the Payment Accounts of all other outstanding Series of Notes issued by the District shall be applied in the following priority:

(1) with respect to all Series of Senior Notes:

a. first, to pay interest with respect to all Series of Senior Notes pro-rata; and

b. second, (if on the Maturity Date) to pay principal of all Series of Senior Notes pro-rata;

(2) then, with respect to all Series of Subordinate Notes (except for any Series of Subordinate Notes described in paragraph (3) below), to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order;

(3) then, with respect to all other Series of Subordinate Notes that have been further subordinated to previously issued Series of Subordinate Notes in the applicable Confirmation of Pricing, to make the pro-rata payments corresponding to each such

Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order; and

- (4) lastly, to pay any other Costs of Issuance not previously disbursed.

Any moneys remaining in or accruing to the Payment Account attributed to each such Series of Notes after the principal of all the Series of Notes and the interest thereon and obligation, if any, to pay any rebate amounts in accordance with the provisions of the Indenture have been paid, or provision for such payment has been made, if any, shall be transferred by the Trustee to the District, subject to any other disposition required by the Indenture. Nothing herein shall be deemed to relieve the District from its obligation to pay its Note of any Series in full on the applicable Maturity Date.

(H) Investment of Moneys in Proceeds Account and Payment Accounts. Moneys in the Proceeds Account attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be invested by the Trustee pursuant to the Indenture, in an investment agreement or agreements and/or other Permitted Investments as described in and under the terms of the Indenture, and as designated in the Confirmation of Pricing applicable to such Series of Notes.

Section 12. Execution of Note. In the event the Board of Supervisors of the County fails or declines to authorize issuance of the Series of Notes as referenced in Section 2 hereof, any one of the President or Chairperson of the governing board of the District or any other member of such board shall be authorized to execute the Note by manual, electronic or facsimile signature and the Secretary or Clerk of the governing board of the District, the Superintendent or Chancellor of the District, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or any duly appointed designee thereto, shall be authorized to countersign each such Note by manual, electronic or facsimile signature. Any one of the Treasurer of the County, or, in the absence of said officer, his or her duly appointed assistant, the Chairperson of the Board of Supervisors of the County or the Auditor (or comparable financial officer) of the County shall be authorized to execute each Note of any Series issued hereunder by manual, electronic or facsimile signature and the Clerk of the Board of Supervisors of the County or any Deputy Clerk shall be authorized to countersign each such Note by manual, electronic or facsimile signature and to affix the seal of the County to each such Note either manually, electronically or by facsimile impression thereof. Said officers of the County or the District, as applicable, are hereby authorized to cause the blank spaces of each such Note to be filled in as may be appropriate pursuant to the applicable Confirmation of Pricing. Said officers are hereby authorized and directed to cause the Trustee, as registrar and authenticating agent, to authenticate and accept delivery of each such Note pursuant to the terms and conditions of the corresponding Note Purchase Agreement, as applicable, this Resolution and the Indenture. In case any officer whose signature shall appear on any Series of Notes shall cease to be such officer before the delivery of such Series of Notes, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Each Series of the Notes shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Trustee and showing the date of authentication. Each Series of the Notes shall not be valid or

obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Trustee by manual signature, and such certificate of authentication upon any such Series of Notes shall be conclusive evidence that such has been authenticated and delivered under this Resolution. The certificate of authentication on a Series of Notes shall be deemed to have been executed by the Trustee if signed by an authorized officer of the Trustee. The Notes need not bear the seal of the District, if any.

Section 13. Note Registration and Transfer. As long as any Series of the Notes remains outstanding, the District shall maintain and keep, at the principal corporate trust office of the Trustee, books for the registration and transfer of each Series of the Notes. Each Series of the Notes shall initially be registered in the name of the Trustee under the Indenture to which such Series of the Notes is assigned. Upon surrender of a Note of a Series for transfer at the office of the Trustee with a written instrument of transfer satisfactory to the Trustee, duly executed by the registered owner or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, the County or the District, as applicable, shall execute and the Trustee shall authenticate and deliver, in the name of the designated transferee, a fully registered Note of the same Series. For every transfer of a Note of a Series, the District, the County or the Trustee may make a charge sufficient to reimburse it for any tax, fee or other governmental charge required to be paid with respect to the transfer, which sum or sums shall be paid by the person requesting such transfer as a condition precedent to the exercise of the privilege of making such transfer.

In the event that the Authorized Officer shall elect to issue the District's Notes within the CSFA Program, such Notes shall be deposited with the Trustee and maintained in trust until their scheduled maturity and payment in full. The District Notes shall not be transferable or assignable by the Trustee while the associated Pooled Authority Notes are outstanding. Notwithstanding the foregoing, in the event that the District Notes should be lost, stolen, destroyed or mutilated prior to their stated maturity, the District shall cause to be issued a new District Note or Notes of the same tenor, term and maturity as the original to replace the same upon such reasonable terms and conditions, including the payment of costs and the posting of a surety bond, as may from time to time be determined and prescribed by the Authorized Officer in consultation with the Authority.

(A) Subject to Section 7 hereof, the County, the District, the Trustee and their respective successors may deem and treat the person in whose name a Note of a Series is registered as the absolute owner thereof for all purposes, and the County, the District and the Trustee and their respective successors shall not be affected by any notice to the contrary, and payment of or on account of the principal of such Note shall be made only to or upon the order of the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Note to the extent of the sum or sums so paid.

(B) Any Note of a Series may, in accordance with its terms, be transferred upon the books required to be kept by the Trustee, pursuant to the provisions hereof by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Note for cancellation, accompanied by delivery of a written instrument of transfer, duly executed in form approved by the Trustee.

(C) The Trustee or the Authorized Officer of the District, acting separately or together, are authorized to sign any letter or letters of representations which may be required in connection with the delivery of any Series of Pooled Authority Notes to which such Series of District Notes is assigned, if such Series of Pooled Authority Notes are delivered in book-entry form.

(D) The Trustee will keep or cause to be kept, at its principal corporate trust office, sufficient books for the registration and transfer of each Note of a Series issued, which shall be open to inspection by the County and the District during regular business hours. Upon presentation for such purpose, the Trustee shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred, on such books, the Notes of a Series presented as hereinbefore provided.

(E) If any Note of a Series shall become mutilated, the County or the District, as applicable, at the expense of the registered owner of such Note of a Series, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in exchange and substitution for the Note so mutilated, but only upon surrender to the Trustee of the Note so mutilated. Every mutilated Note so surrendered to the Trustee shall be cancelled by it and delivered to, or upon the order of, the County or the District, as applicable. If any Note of a Series shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the County, the District and the Trustee and, if such evidence be satisfactory to them and indemnity satisfactory to them shall be given, the County or the District, as applicable, at the expense of the registered owner, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in lieu of and in substitution for the Note so lost, destroyed or stolen (or if any such Note of a Series shall have matured (as of the latest maturity date indicated on the face thereof) or shall be about to mature (as of the latest maturity date indicated on the face thereof), instead of issuing a substitute Note, the Trustee may pay the same without surrender thereof). The Trustee may require payment of a sum not exceeding the actual cost of preparing each new Note issued pursuant to this paragraph and of the expenses which may be incurred by the County or the District, as applicable, and the Trustee in such preparation. Any Note of a Series issued under these provisions in lieu of any Note of a Series alleged to be lost, destroyed or stolen shall constitute an original additional contractual obligation on the part of the County (on behalf of the District) or on the part of the District, as applicable, whether or not the Note of a Series so alleged to be lost, destroyed or stolen be at any time enforceable by anyone, and shall be entitled to the benefits of this Resolution with all other Notes of the same Series secured by this Resolution.

Section 14. Covenants Regarding Transfer of Funds. It is hereby covenanted and warranted by the District that it will not request the County Treasurer to make temporary transfers of funds in the custody of the County Treasurer to meet any obligations of the District during Fiscal Year 2020-21 pursuant to Article XVI, Section 6 of the Constitution of the State of California and California Education Code 42620; provided, however, that the District may request the County Treasurer to make such temporary transfers of funds if all amounts required to be deposited into the Payment Accounts of all outstanding Series of Notes (regardless of when due and payable) shall have been deposited into such Payment Accounts.

Section 15. Representations and Covenants.

(A) The District is a school, community college district or county office of education, duly organized and existing under and by virtue of the laws of the State of California and has all necessary power and authority to (i) adopt this Resolution and any supplement hereto, and approve and perform its obligations under the Note Purchase Agreement(s) and the District Note(s), and (ii) authorize the issuance of one or more Series of Notes, or, if applicable authorize the County to issue one or more Series of Notes on its behalf.

(B) (i) Upon the issuance of each Series of Notes, the District will have taken all action required to be taken by it to authorize the issuance and delivery of such Series of Notes and the performance of its obligations thereunder, (ii) the District has full legal right, power and authority to issue and deliver each Series of Notes, or (iii) the District has full legal right, power and authority to request the County to issue and deliver such Series of Notes on behalf of the District and to perform its obligations as provided herein and therein.

(C) The issuance of each Series of Notes, the adoption of this Resolution and the execution and delivery of the Note Purchase Agreement(s) and the Indenture(s) and compliance with the provisions hereof and thereof do not and will not conflict with, breach or violate any law, administrative regulation, court decree, resolution, charter, by-laws or other agreement to which the District is subject or by which it is bound.

(D) Except as may be required under blue sky or other securities law of any state or Section 3(a)(2) of the Securities Act of 1933, there is no consent, approval, authorization or other order of, or filing with, or certification by, any regulatory authority having jurisdiction over the District required for the issuance and sale of each Series of Notes or the consummation by the District of the other transactions contemplated by this Resolution except those the District shall obtain or perform prior to or upon the issuance of each Series of Notes.

(E) The District has (or will have prior to the issuance of the first Series of Notes) duly and properly adopted a budget for Fiscal Year 2020-21 setting forth expected revenues and expenditures and has (or will have prior to the issuance of the first Series of Notes) complied with all statutory and regulatory requirements with respect to the adoption of such budget. The District hereby covenants that it will (i) duly and properly prepare and adopt its revised or final budget for Fiscal Year 2020-21, (ii) provide to the Authority, the Trustee, the Underwriters and the Municipal Advisor, promptly upon adoption, copies of such revised or final budget and of any subsequent revisions, modifications or amendments thereto and (iii) comply with all applicable law pertaining to its budget.

(F) [FOR TRADITIONAL TRANS NON-STATE CREDIT ISSUERS][The County has experienced an *ad valorem* property tax collection rate of not less than eighty-five percent (85%) of the average aggregate amount of *ad valorem* property taxes levied within the District in each of the five fiscal years from Fiscal Year 2014-15 through Fiscal Year 2018-19, and the District, as of the date of adoption of this Resolution and on the date of issuance of each Series of Notes, reasonably expects the County to have collected and to collect at least eighty-five percent (85%) of such amount for Fiscal Years 2019-20 and 2020-21, respectively.]

(G) The District (i) is not currently in default on any debt obligation, (ii) to the best knowledge of the District, has never defaulted on any debt obligation, and (iii) has never filed, or had filed on its behalf, a petition in bankruptcy.

(H) The District's most recent audited financial statements fairly present the financial condition of the District as of the date thereof and the results of operation for the period covered thereby. Except as has been disclosed to the Underwriters, there has been no change in the financial condition of the District since the date of such audited financial statements that will in the reasonable opinion of the District materially impair its ability to perform its obligations under this Resolution and each Series of Notes. The District agrees to furnish to the Authority, Underwriters, and the Municipal Advisor, promptly, from time to time, such information regarding the operations, financial condition and property of the District as such party may reasonably request.

(I) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, arbitrator, governmental or other board, body or official, pending or, to the best knowledge of the District, threatened against or affecting the District questioning the validity of any proceeding taken or to be taken by the District in connection with each Series of Notes, the Note Purchase Agreement(s), the District Note or this Resolution, or seeking to prohibit, restrain or enjoin the execution, delivery or performance by the District of any of the foregoing, or wherein an unfavorable decision, ruling or finding would have a materially adverse effect on the District's financial condition or results of operations or on the ability of the District to conduct its activities as presently conducted or as proposed or contemplated to be conducted, or would materially adversely affect the validity or enforceability of, or the authority or ability of the District to perform its obligations under, each Series of Notes, the Note Purchase Agreement(s), the Indenture or this Resolution.

(J) The District will not directly or indirectly amend, supplement, repeal, or waive any portion of this Resolution (i) without the consents of the Authority, the Credit Provider(s), if any, or (ii) in any way that would materially adversely affect the interests of any holder or owner of any Series of the Notes or Pooled Authority Notes, as applicable, issued or executed and delivered in connection with any Series of the Notes; provided, however that, if the CSFA Program is implemented, the District may adopt one or more Supplemental Resolutions without any such consents in order to increase the not-to-exceed Principal Amount in connection with the issuance of one or more Series of Additional Series of District Notes as provided for herein.

(K) Upon issuance of a Series of Notes, such Series of Notes, and this Resolution will constitute the legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy or other laws affecting creditors' rights generally (as applicable), the application of equitable principles, if equitable remedies are sought, the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against school districts, community college districts and county boards of education, as applicable, in the State of California.

(1) The District acknowledges that pursuant to Senate Bill 820, codified as California Education Code Section 17199.15, notwithstanding any other law, if any bonds or notes that were issued for purposes of borrowing pursuant to paragraph (3) of

subdivision (a) of California Education Code Section 17199.1 to fund several financings of working capital for several participating parties under a single resolution remain outstanding, each participating party for which those bonds were issued is ineligible to be a debtor in a case under Chapter 9 of the United States Bankruptcy Code (Chapter 9 (commencing with Section 901) of Title 11 of the United States Code), as that chapter may be amended from time to time, and no governmental officer or organization is or may be empowered to authorize a participating party to be a debtor under that chapter.

(L) It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District and its appropriate officials have duly taken, or will take, all proceedings necessary to be taken by them, if any, for the levy, receipt, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and each Series of Notes.

(M) The District shall not incur any indebtedness that is not issued in connection with the CSFA Program under this Resolution and that is secured by a pledge of its Unrestricted Revenues for fiscal year 2020-21.

(N) So long as any Series of Pooled Authority Notes executed or issued in connection with a Series of District Notes are Outstanding, the District will not create or suffer to be created any pledge of or lien on such Series of District Notes other than the pledge and lien of the Indenture.

(O) As of the date of adoption of this Resolution, based on the most recent report prepared by the Superintendent of Public Instruction of the State of California, the District does not have a negative certification (or except as disclosed in writing to the Underwriters, a qualified certification) applicable to the fiscal year ending June 30, 2020 (“**Fiscal Year 2019-20**”) or June 30, 2021 (“**Fiscal Year 2020-21**”) (within the meaning of Section 42133 of the California Education Code). The District covenants that it will immediately deliver a written notice to the Authority, the Underwriters, the Municipal Advisor, and Bond Counsel if it (or, in the case of County Boards of Education, the County Superintendent of Schools) files with the County Superintendent of Schools, the County Board of Education or the State Superintendent of Public Instruction or receives from the County Superintendent of Schools or the State Superintendent of Public Instruction a qualified or negative certification applicable to Fiscal Year 2019-2020 or Fiscal Year 2020-21 prior to the respective Closing Date referenced in each Confirmation of Pricing or the Maturity Date of each Series of Notes.

(P) The District will maintain a positive general fund balance in Fiscal Year 2020-21.

(Q) The District will maintain an investment policy consistent with the policy set forth above.

(R) The District covenants that it will immediately deliver a written notice to the Authority, the Underwriters, the Municipal Advisor and Bond Counsel upon the occurrence of any event which constitutes an Event of Default hereunder or would constitute an Event of Default but for the requirement that notice be given, or time elapse, or both.

Section 16. Tax Covenants.

(A) The District will not take any action or fail to take any action if such action or failure to take such action would adversely affect the federal income tax exclusion from gross income of the interest payable on each Series of Authority Notes that make up the “issue” (as defined in Section 1.150-1(c) of the Treasury Regulations) of Authority Notes that purport to be Tax-Exempt (hereinafter, a “Tax-Exempt Issue”). Without limiting the generality of the foregoing, the District will not make any use of the proceeds of any District Notes or any other funds of the District that would cause any Tax-Exempt Issue to be an “arbitrage bond” within the meaning of Section 148 of the Code, a “private activity bond” within the meaning of Section 141(a) of the Code, or an obligation the interest on which is subject to federal income taxation because it is “federally guaranteed” as provided in Section 149(b) of the Code.

(B) In the event the District is deemed a Large Issuer (as defined above) with respect to a Tax-Exempt Series of Authority Notes, this subsection (B) shall apply. The District covenants that it shall determine, pursuant to the District Tax Certificate, whether all of the proceeds of the District Notes are treated as “spent” for purposes of the Arbitrage Regulations, and shall, to the extent advised by the Authority following calculations performed by the Authority’s arbitrage rebate consultant, segregate and set aside from lawfully available sources the amount such calculations may indicate may be required to be paid to the United States Treasury, and shall otherwise at all times do and perform all acts and things necessary and within its power and authority, including complying with the instructions of Bond Counsel referred to herein to assure Authority compliance with the Rebate Requirements.

(C) Notwithstanding any other provision of this Resolution to the contrary, upon the District’s failure to observe, or refusal to comply with, the covenants contained in this Section, no one other than the holders or former holders of each Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pooled Authority Notes related thereto), the Authority Note owners, as applicable, the Credit Provider(s), if any, or the Trustee on their behalf shall be entitled to exercise any right or remedy under this Resolution on the basis of the District’s failure to observe, or refusal to comply with, such covenants. The District further recognizes that its noncompliance with the covenants contained in this Section could cause interest on an entire Series of Authority Notes only a portion of which is allocable to the District Notes, or on an entire “issue” (as defined in Section 1.150-1(c) of the Treasury Regulations) of Authority Notes only a portion of which is allocable to the District Notes, to become included in the gross income for federal income tax purposes of the owners of such Series of Authority Notes or such “issue” (as so defined) of Authority Notes.

(D) With adequate lead time, the District shall provide to the Municipal Advisor and Bond Counsel the monthly cash-flows for its 2019-20 fiscal year, for its 2020-21 fiscal year (using estimates for months as to which the District’s “books” have not yet been closed) and, to the extent possible, and particularly where the District reasonably expects its “maximum anticipated cumulative cash flow deficit” (“MACCFD”) to occur after the close of its 2020-21 fiscal year, monthly cash-flows for the 2021-22 fiscal year, the last of which month ends after the expected date of the District’s MACCFD. The District shall cooperate with the Municipal Advisor and Bond Counsel in their review of the District’s MACCFD, in order to promote efficiency and accuracy given the anticipated number of participants in the CSFA Notes.

(E) The District shall certify, in the District Tax Certificate (or other similar document) the District is requested by CSFA and Bond Counsel to sign prior to the issuance of the CSFA Notes, its MACCFD, which shall be based on the District's reasonably expected cash-flows for the remaining months of the 2020-21 fiscal year and, as applicable, several months of the 2021-22 fiscal year. The District shall represent in the District Tax Certificate that it understands the basic methodology under which the MACCFD is calculated, including the rules governing when proceeds the District derives from the issuance of its District Note are treated as "spent" for federal income tax purposes.

(F) The District shall report to CSFA, not more than 45 days after the District expected to reach its MACCFD, whether in fact, absent proceeds the District derives from the issuance of its District Note, it has reached its MACCFD. Such reporting shall be done through a form that will be an exhibit to the District Tax Certificate. In the event the District has not reached its MACCFD, the District shall cooperate with CSFA, CSFA's arbitrage rebate consultant and Bond Counsel (as needed) in such consultant's calculation of the amount of arbitrage rebate liability, if any, owed by CSFA to the U.S. Department of the Treasury. The District understands that CSFA, based on such calculations, may allocate a portion of CSFA's arbitrage rebate liability to the District based on the District's cash-flows. The District agrees to pay or reimburse CSFA for such allocable share of CSFA's arbitrage rebate liability and CSFA's expense associated with the calculation of arbitrage rebate liability.

(G) The covenants contained in this Section shall survive the payment of all Series of the Notes.

Section 17. Events of Default and Remedies.

If any of the following events occurs, it is hereby defined as and declared to be and to constitute an "**Event of Default:**"

(A) Failure by the District to make or cause to be made the deposits to any Payment Account required to be made hereunder on or before the fifteenth (15th) day after the date on which such deposit is due and payable, or failure by the District to make or cause to be made any other payment required to be paid hereunder on or before the date on which such payment is due and payable;

(B) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed under this Resolution, for a period of fifteen (15) days after written notice, specifying such failure and requesting that it be remedied, is given to the District by the Trustee, unless the Trustee shall agree in writing to an extension of such time prior to its expiration;

(C) Any warranty, representation or other statement by or on behalf of the District contained in this Resolution or the Note Purchase Agreement(s) (including the Confirmation(s) of Pricing), or in any requisition delivered by the District or in any instrument furnished in compliance with or in reference to this Resolution or the Note Purchase Agreement(s), or in connection with any Series of the Notes, is false or misleading in any material respect;

(D) Any event of default constituting a payment default occurs in connection with any other bonds, notes or other outstanding debt of the District; and

(E) An “Event of Default” under the terms of the resolution, if any, of the County providing for the issuance of the Notes (and any Series thereof).

Whenever any Event of Default referred to in this Section shall have happened and be continuing, subject to the provisions of Section 20 hereof, the Trustee shall, in addition to any other remedies provided herein or by law or under the Indenture have the right, at its option without any further demand or notice, to take one or any combination of the following remedial steps:

(1) Without declaring any Series of Notes to be immediately due and payable, require the District to pay to the Trustee, for deposit into the applicable Payment Account(s) of the District under the Indenture an amount equal to all of the principal of all Series of Notes and interest thereon to the respective final maturity(ies) of such Series of Notes, plus all other amounts due hereunder, and upon notice to the District the same shall become immediately due and payable by the District without further notice or demand; and

(2) Take whatever other action at law or in equity (except for acceleration of payment on any Series of Notes) which may appear necessary or desirable to collect the amounts then due and thereafter to become due hereunder or to enforce any other of its rights hereunder.

Section 18. Trustee. The Trustee is hereby appointed as paying agent, registrar and authenticating agent for any and all Series of Notes. The District hereby directs and authorizes the payment by the Trustee of the interest on and principal of any and all Series of Notes when such become due and payable from the corresponding Payment Account held by the Trustee in the name of the District in the manner set forth herein. The District hereby covenants to deposit funds in each such Payment Account at the times and in the amounts specified herein to provide sufficient moneys to pay the principal of and interest on any and all Series of Notes on the day or days on which each such Series matures. Payment of any and all Series of Notes shall be in accordance with the terms of the applicable Series of Notes and this Resolution and any applicable Supplemental Resolution.

The District hereby agrees to maintain the Trustee as paying agent, registrar and authenticating agent of any and all Series of Notes.

The District further agrees to indemnify, to the extent permitted by law and without making any representation as to the enforceability of this covenant, and save the Trustee, its directors, officers, employees and agents harmless against any liabilities which it may incur in the exercise and performance of its powers and duties under the Indenture including but not limited to costs and expenses incurred in defending against any claim or liability, which are not due to its negligence or default.

Section 19. Sale of Notes. Each Series of District Notes shall be sold to the Authority in accordance with the terms of the Note Purchase Agreement applicable to such Series of District Notes, in each case as hereinbefore approved.

Section 20. Subordination. (a) Anything in this Resolution to the contrary notwithstanding, the indebtedness evidenced by each Series of Subordinate Notes shall be subordinated and junior in right of payment, to the extent and in the manner hereinafter set forth, to all principal of, premium, if any, and interest on each Series of Senior Notes and any refinancings, refundings, deferrals, renewals, modifications or extensions thereof.

In the event of (1) any insolvency, bankruptcy, receivership, liquidation, reorganization, readjustment, composition or other similar proceeding relating to the District or its property, (2) any proceeding for the liquidation, dissolution or other winding-up of the District, voluntary or involuntary, and whether or not involving insolvency or bankruptcy proceedings, (3) any assignment for the benefit of creditors, or (4) any distribution, division, marshalling or application of any of the properties or assets of the District or the proceeds thereof to creditors, voluntary or involuntary, and whether or not involving legal proceedings, then and in any such event, payment shall be made to the parties and in the priority set forth in Section 11(G) hereof, and each party of a higher priority shall first be paid in full before any payment or distribution of any character, whether in cash, securities or other property shall be made in respect of any party of a lower priority.

Notwithstanding any other provision of this Resolution, the terms of this Section shall continue to be effective or be reinstated, as the case may be, if at any time any payment of any Series of Senior Notes is rescinded, annulled or must otherwise be returned by any holder of Series of Senior Notes or such holder's representative, upon the insolvency, bankruptcy or reorganization of the District or otherwise, all as though such payment has not been made.

The terms of this Section, the subordination effected hereby and the rights of the holders of the Series of Senior Notes shall not be affected by (a) any amendment of or addition or supplement to any Series of Senior Notes or any instrument or agreement relating thereto, including without limitation, this Resolution, (b) any exercise or non-exercise of any right, power or remedy under or in respect of any Series of Senior Notes or any instrument or agreement relating thereto, or (c) any waiver, consent, release, indulgence, extension, renewal, modification, delay or other action, inaction or omission, in respect of any Series of Senior Notes or any instrument or agreement relating thereto or any security therefor or guaranty thereof, whether or not any holder of any Series of Subordinate Notes shall have had notice or knowledge of any of the foregoing.

In the event that a Series of Additional Subordinate Notes is further subordinated in the applicable Confirmation of Pricing, at the time of issuance thereof, to all previously issued Series of Subordinate Notes of the District, the provisions of this Section relating to Series of Senior Notes shall be applicable to such previously issued Series of Subordinate Notes and the provisions of this Section relating to Series of Subordinate Notes shall be applicable to such Series of Additional Subordinate Notes.

Section 21. Continuing Disclosure Undertaking. [THIS CONTINUING DISCLOSURE SECTION SHALL APPLY TO NON STATE-CREDIT ISSUERS, AS APPLICABLE]

(A) The District covenants to report to the Authority and the State Treasurer, as dissemination agent to the Authority (the “**Dissemination Agent**”), the occurrences of the events described in paragraphs (A)(1)j. and (A)(2)h. below, within five business days of such occurrence in order to assist the Authority with its continuing disclosure obligations set forth below with respect to the Authority Notes and the related Series of District Notes. The District shall promptly provide the Authority and the Dissemination Agent with a notice of such occurrence which the Dissemination Agent agrees to file with the Municipal Securities Rulemaking Board. The Authority shall, for the sole benefit of the owners of each Series of Authority Notes and the related Series of District Notes (and, to the extent specified in this Section, the beneficial owners thereof):

(1) Provide in a timely manner not later than ten business days after the occurrence of the event, through the Dissemination Agent, to the Municipal Securities Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District:

- a. Principal and interest payment delinquencies on such Series of Notes and the related Series of Authority Notes;
- b. Unscheduled draws on debt service reserves reflecting financial difficulties;
- c. Unscheduled draws on credit enhancements reflecting financial difficulties;
- d. Substitution of credit or liquidity providers, or their failure to perform;
- e. Adverse tax opinions or issuance by the Internal Revenue Service of proposed or final determination of taxability or of a Notice of Proposed Issue (IRS Form 5701 TEB);
- f. Tender offers;
- g. Defeasances;
- h. Rating changes; or
- i. Bankruptcy, insolvency, receivership or similar event of the obligated person.

For the purposes of the event identified in subsection i., the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding

under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

j. Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation (as defined herein) of the District, any of which reflect financial difficulties.

(2) Provide in a timely manner not later than ten business days after the occurrence of the event, through the Dissemination Agent, to the Municipal Securities Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District, if material:

a. Unless described in subsection (A)(1)e., other material notices or determinations by the Internal Revenue Service with respect to the tax status of such Series of Notes and the related Series of Authority Notes or other material events affecting the tax status of such Series of Notes and the related Series of Authority Notes;

b. Modifications to rights of owners and beneficial owners of the Series of Authority Notes which evidence and represent such Series of Notes;

c. Optional, contingent or unscheduled bond calls;

d. Release, substitution or sale of property securing repayment of such Series of Notes;

e. Non-payment related defaults;

f. The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms;

g. Appointment of a successor or additional Trustee or the change of name of a Trustee; or

h. Incurrence of a Financial Obligation of the District (as defined herein), or agreement to covenants, events of default, remedies, priority

rights, or other similar terms of a financial obligation of the District, any of which affect security holders.

For the purposes of the events listed as (1)j. and (2)h., the term “Financial Obligation” means a (i) debt obligation; (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) guarantee of (i) or (ii). The term financial obligation shall not include municipal securities as to which a final official statement has been provided to the Municipal Securities Rulemaking Board consistent with the Rule.

Whenever the District obtains knowledge of the occurrence of an event described in subsection (A)(2)h. of this Section, the District shall determine if such event would be material under applicable federal securities laws. The Authority and the Dissemination Agent shall have no responsibility for such determination and shall be entitled to conclusively rely upon the District’s determination.

If the District learns of the occurrence of an event described in subsection (A)(1)j. of this Section, or determines that the occurrence of an event described in subsection (A)(2)h. of this Section would be material under applicable federal securities laws, the District shall promptly within five business days provide the Authority and the Dissemination Agent with a notice of such occurrence which the Dissemination Agent agrees to file with the Municipal Securities Rulemaking Board.

All documents provided to the Municipal Securities Rulemaking Board shall be provided in an electronic format, as prescribed by the Municipal Securities Rulemaking Board, and shall be accompanied by identifying information, as prescribed by the Municipal Securities Rulemaking Board.

(B) In the event of a failure of the District to comply with any provision of this Section, any owner or beneficial owner of the related Series of Authority Notes may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. A default under this Section shall not be deemed an Event of Default under Section 17 hereof, and the sole remedy under this Section in the event of any failure of the District to comply with this Section shall be an action to compel performance.

(C) For the purposes of this Section, a “beneficial owner” shall mean any person which has the power, directly or indirectly, to make investment decisions concerning ownership of any Authority Notes of the Series related to such Series of District Notes (including persons holding Authority Notes through nominees, depositories or other intermediaries).

(D) The District’s obligations under this Section shall terminate upon the legal defeasance, prior redemption or payment in full of its Note. If such termination occurs prior to the final maturity of the related Series of Authority Notes, the District shall give notice of such termination in the same manner as for a listed event under subsection (A)(1) of this Section.

(E) The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Section. In no event shall the Dissemination Agent be responsible for preparing any notice or report or for filing any notice or report which it has not received in a timely manner and in a format suitable for reporting. Nothing in this Section shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Section or any other means of communication, or including any other notice of occurrence of a listed event under subsection (A)(1) or (A)(2) of this Section (each, a “**Listed Event**”), in addition to that which is required by this Section. If the District chooses to include any information in any notice of occurrence of a Listed Event in addition to that which is specifically required by this Section, the District shall have no obligation under this Section to update such information or include it in any future notice of occurrence of a Listed Event.

(F) Notwithstanding any other provision of this Resolution, the District with the consent of the Dissemination Agent and notice to the Authority may amend this Section, and any provision of this Section may be waived, provided that the following conditions are satisfied:

(1) If the amendment or waiver relates to the provisions of subsection (A) of this Section, it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the applicable Series of Notes and the related Series of Authority Notes, or the type of business conducted;

(2) The undertaking, as amended or taking into account such waiver, would in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the applicable Series of Notes and the related Series of Authority Notes, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(3) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the owners or beneficial owners of the related Authority Notes. In the event of any amendment or waiver of a provision of this Section, notice of such change shall be given in the same manner as for an event listed under subsection (A)(1) of this Section, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver; provided, however, the District shall be responsible for preparing such narrative explanation.

(G) The Dissemination Agent shall have only such duties as are specifically set forth in this Section. The Dissemination Agent shall not be liable for the exercise of any of its rights hereunder or for the performance of any of its obligations hereunder or for anything whatsoever hereunder, except only for its own willful misconduct or gross negligence. Absent gross negligence or willful misconduct, the Dissemination Agent shall not be liable for an error of judgment. No provision hereof shall require the Dissemination Agent to expend or risk its own funds or otherwise incur any financial or other liability or risk in the performance of any of its obligations hereunder, or in the exercise of any of its rights hereunder, if such funds or adequate indemnity against such risk or liability is not reasonably assured to it. The District hereby agrees to compensate the Dissemination Agent for its reasonable fees in connection with its services

hereunder, but only from the District's share of the costs of issuance deposited in the Costs of Issuance Fund held and invested by the Trustee under the Indenture.

(H) This Section shall inure solely to the benefit of the District, the Dissemination Agent, the Underwriters, and owners and beneficial owners from time to time of the Authority Notes, and shall create no rights in any other person or entity.

Section 22. Approval of Actions. The aforementioned officers of the County or the District, as applicable, are hereby authorized and directed to execute each Series of Notes and to cause the Trustee to authenticate and accept delivery of each Series of Notes pursuant to the terms and conditions of the applicable Note Purchase Agreement and Indenture. All actions heretofore taken by the officers and agents of the County, the District or this Board with respect to the sale and issuance of the Notes and participation in the CSFA Program are hereby approved, confirmed and ratified and the officers and agents of the County and the officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions and execute any and all certificates, requisitions, agreements, notices, consents, and other documents, including tax certificates, letters of representations to the securities depository, investment contracts (or side letters or agreements thereto), other or additional municipal insurance policies or credit enhancements or credit agreements (including mutual insurance agreements) or insurance commitment letters, if any, and closing certificates, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of each Series of Notes, execution or issuance and delivery of the corresponding Series of Authority Notes, and investment of the proceeds thereof, in accordance with, and related transactions contemplated by, this Resolution. The officers of the District referred to above in Section 4 hereof, and the officers of the County referred to above in Section 12 hereof, are hereby designated as "Authorized District Representatives" under the Indenture.

(A) If the name of the District indicated on page 1 hereof is not the correct legal name of the District that adopted this Resolution, then it shall nevertheless be deemed to refer to the District that adopted this Resolution, and the name of the District indicated on page 1 hereof shall be treated as the correct legal name of said District for all purposes in connection with the CSFA Program.

(B) This Board hereby approves the execution and delivery of any and all agreements, documents, certificates and instruments referred to herein with electronic signatures under the California Uniform Electronic Transactions Act and digital signatures under Section 16.5 of the Government Code.

Section 23. Proceedings Constitute Contract. The provisions of each Series of Notes and of this Resolution shall constitute a contract between the District and the registered owner of such Series of Notes, the registered owners of the Series of Authority Notes to which such Series of Notes is related and such provisions shall be enforceable by mandamus or any other appropriate suit, action or proceeding at law or in equity in any court of competent jurisdiction, and shall be irrevocable.

Section 24. Limited Liability. Notwithstanding anything to the contrary contained herein or in any Series of Notes or in any other document mentioned herein or related to any Series of Notes or to any Series of Authority Notes to which such Series of Notes may be related, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 11 hereof, District officers shall not be personally liable for the payment of any Note or any other obligation of the District hereunder and the County is not liable for payment of any Note or any other obligation of the District hereunder.

Section 25. Severability. In the event any provision of this Resolution shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 26. Submittal of Resolution to County. The Secretary or Clerk of the Board of the District is hereby directed to submit one certified copy each of this Resolution to the Clerk of the Board of Supervisors of the County, to the Treasurer of the County and to the County Superintendent of Schools.

[Remainder of page intentionally left blank.]

ADOPTED, SIGNED AND APPROVED this 14th day of December, 2020, by the governing board of the Galt Joint Union Elementary School District at a regularly scheduled meeting held in Galt, California, at a location freely accessible to the public, or held remotely pursuant to Executive Order of the Governor, and in order to adhere as closely as possible to the orders of the health officials on behalf of the County, with remote access available to the public, by the following roll-call vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

**GALT JOINT UNION ELEMENTARY
SCHOOL DISTRICT**

By: _____
President of the Governing Board

Attest:

By: _____
Clerk of the Governing Board

EXHIBIT A
FORM OF NOTE

R-1

\$ _____

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

COUNTY OF SACRAMENTO, CALIFORNIA

2020-2021 TAX AND REVENUE ANTICIPATION NOTE SERIES ____

Date of
Original Issue

REGISTERED OWNER: U.S. BANK NATIONAL ASSOCIATION, AS TRUSTEE

SERIES PRINCIPAL AMOUNT: _____ DOLLARS

	Interest Rate		Maturity Date	
	____%		____, 2021	
First Repayment Period	Second Repayment Period	Third Repayment Period	Fourth Repayment Period	Fifth Repayment Period
[__% of total] [\$____] [principal][interest]	[__% of total] [\$____] [principal][interest]	[__% of total] [\$____] [principal][interest]	[__% of total] [\$____] [principal][interest]	[__% of total] [\$____] [principal][interest]
[principal and interest] due at maturity	[principal and interest] due at maturity	[principal and interest] due at maturity	[principal and interest] due at maturity	[principal and interest] due at maturity

FOR VALUE RECEIVED, the District/County Office of Education designated above (the "District"), located in the County designated above (the "County"), acknowledges itself indebted to and promises to pay on the maturity date specified above to the registered owner identified above, or registered assigns, the principal amount specified above, together with interest thereon from the date hereof until the principal amount shall have been paid, payable [on _____ 1, 20 and] on the maturity date specified above in lawful money of the United States of America, at the rate of interest specified above (the "Note Rate"). Principal of and interest on this Note are payable in such currency of the United States as at the time of payment is legal tender for payment of private and public debts, such principal and interest to be paid upon surrender hereof at the principal corporate trust office of U.S. Bank National Association in San Francisco, California, or its successor in trust (the "Trustee"). Interest shall be calculated on the basis of a 360-day year, consisting of twelve 30-day months, in like lawful money from the date hereof until the maturity date specified above and, if funds are not provided for payment at the maturity, thereafter on the basis of a 360-day year for actual days elapsed until payment in full of said principal sum. Both the principal of and interest on this Note shall be payable only to the registered owner hereof upon surrender of this Note as the same shall fall due; provided, however, no interest shall be payable for any period after maturity during which the holder hereof fails to properly present this Note for payment. If the District fails to pay interest on this Note on any interest payment date or to pay the principal of or interest on this Note on the maturity date to pay all or a portion of the principal of and interest on this Note on the date of

such payment, this Note shall become a Defaulted Note (as defined and with the consequences set forth in the Resolution).

[IF ISSUED BY DISTRICT] [It is hereby certified, recited and declared that this Note (the “Note”) represents an authorized issue of the Note in the aggregate principal amount authorized, executed and delivered pursuant to and by authority of a resolution of the governing board of the District duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (the “Resolution”), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees. Pursuant to and as more particularly provided in the Resolution, Additional Series of District Notes may be issued by the District secured by a lien on a parity with the lien securing this Note.]

[IF ISSUED BY COUNTY] [It is hereby certified, recited and declared that this Note (the “Note”) represents an authorized issue of the Note in the aggregate principal amount authorized, executed and delivered pursuant to and by authority of certain resolutions of the governing boards of the District and the County duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (collectively, the “Resolution”), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees. Pursuant to and as more particularly provided in the Resolution, Additional Series of District Notes may be issued by the District secured by a lien on a parity with the lien securing this Note.]

The term “Unrestricted Revenues” means the taxes, income, revenue, cash receipts and other moneys provided for Fiscal Year 2020-21 which will be received by or will accrue to the District during such fiscal year for the general fund, including Deferral Amounts (as defined in the Resolution) of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on the Note, subject to the payment priority provisions contained in the Resolution, the District has pledged [Deferral Amounts from Funds Subject to Appropriation, and at its option,] the first Unrestricted Revenues of the District received in the Repayment Periods set forth on the face hereof in an amount equal to the corresponding percentages of principal of, and [in the final Repayment Period,] interest due on, the Note at maturity set forth on the face hereof (such pledged amounts being hereinafter called the “Pledged Revenues”). As provided in Section 53856 of the California Government Code, subject to the payment priority provisions contained in the Resolution, the Note and the interest thereon shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues. As provided in Section 53857 of the California Government Code, notwithstanding the provisions of Section 53856 of the California Government Code and the foregoing, the Note shall be a general obligation of the District and, in the event that on [the tenth business day of each such Repayment Period], the District has not received sufficient Unrestricted Revenues to permit the deposit into the payment account established for the Note of the full amount of Pledged Revenues to be deposited therein from said Unrestricted Revenues in such Repayment Period as provided in the Resolution, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of the Note and the interest thereon, as and when such other moneys are received or are

otherwise legally available, as set forth in the Resolution and subject to the payment priority provisions contained therein. The full faith and credit of the District is not pledged to the payment of the principal of or interest on this Note. The County is not liable for payment of this Note.

This Note is transferable, as provided by the Resolution, only upon the books of the District kept at the office of the Trustee, by the registered owner hereof in person or by its duly authorized attorney, upon surrender of this Note for transfer at the office of the Trustee, duly endorsed or accompanied by a written instrument of transfer in form satisfactory to the Trustee duly executed by the registered owner hereof or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, a fully registered Note will be issued to the designated transferee or transferees.

The [County, the] District and the Trustee may deem and treat the registered owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes, and [the County,] the District and the Trustee shall not be affected by any notice to the contrary.

This Note shall not be valid or become obligatory for any purpose until the Certificate of Authentication and Registration hereon shall have been signed by the Trustee.

It is hereby certified that all of the conditions, things and acts required to exist, to have happened and to have been performed precedent to and in the issuance of this Note do exist, have happened and have been performed in due time, form and manner as required by the Constitution and statutes of the State of California and that the amount of this Note, together with all other indebtedness of the District, does not exceed any limit prescribed by the Constitution or statutes of the State of California.

[IF ISSUED BY COUNTY] [IN WITNESS WHEREOF, the Board of Supervisors of the County has caused this Note to be executed by the manual, electronic or facsimile signature of a duly authorized officer of the County and countersigned by the manual, electronic or facsimile signature of its duly authorized officer and caused its official seal to be affixed hereto either manually or by facsimile impression hereon as of the date of authentication set forth below.]

EXHIBIT B
FORM OF INTERCEPT NOTICE

Notice to the State Controller Pursuant to Education Code Section 17199.4

_____, 2021

Re: California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), 2021 Series A (the “Notes”)

WHEREAS, Galt Joint Union Elementary School District, a California school district (the “Participant”), has issued its Tax and Revenue Anticipation Notes, 2021 Series A (the “District Note”), pursuant to a resolution (the “Resolution”), adopted by its governing board on December 14, 2020.

WHEREAS, the Participant has elected to have amounts due to be paid under its District Notes pledged to the repayment of the Notes, pursuant to the terms of that certain Indenture, dated as of March 1, 2021 (the “Indenture”), by and between the California School Finance Authority (the “Authority”) and U.S. Bank National Association, as trustee (the “Trustee”); and

WHEREAS, the Authority has issued the Notes to fund its purchase of the District Notes and the 2020-21 tax and revenue anticipation notes of certain other California school and community college districts and county offices of education;

NOW THEREFORE, NOTICE IS HEREBY GIVEN PURSUANT TO SECTION 17199.4(c)(2) OF THE EDUCATION CODE OF THE STATE OF CALIFORNIA TO THE STATE CONTROLLER OF THE STATE OF CALIFORNIA (the “CONTROLLER”), that:

1. The governing board of the Participant has elected, pursuant to a resolution adopted on December 14, 2020 and Section 17199.4(c)(1) of the Education Code of the State of California (the “Education Code”), to participate under Section 17199.4 of the Education Code, as described therein, and to direct the Controller to make transfers during the “Repayment Periods” and in the amounts (or such lesser amounts as are available to transfer) in the “Total Intercept” column set forth on Schedule I attached hereto, directly to the Trustee indicated in Section 3 hereto. If the amount available to the Controller to be transferred on any transfer date is less than the amount in the “Total Intercept” column set forth on Schedule I attached hereto, then the amount of such deficiency (each, a “Shortfall”) shall be carried forward to the following Repayment Period, during which the amount set forth in the Total Intercept column shall be increased by the amount of the Shortfall and transferred to the Trustee. If in such subsequent Repayment Period, these actions result in an additional Shortfall for the next succeeding Repayment Period, such Shortfall shall be added to subsequent transfers until no Shortfall remains.

2. The Participant hereby authorizes the Authority to provide a revised Schedule I to the Controller in the event of any Change in State Law, as defined in the Memorandum of Understanding (the “MOU”), by and among the Authority, the Controller and the California Department of Education, dated as of March 1, 2021, that causes a change in the timing of

receipt or amount of the Participant's Deferral Amounts (as defined in the MOU) during any Repayment Period.

3. The Participant hereby represents and certifies that all of the payments described in Schedule I hereto, summarized as the Total Intercept, are being made in support of the Participant's working capital loan from the Authority, evidenced by its District Notes, in accordance with Section 17199.4(a) of the Education Code, that the amount stated as the Total Intercept is not in excess of the actual payment obligations due under the District Notes, and that it is not submitting this notice for the purpose of accelerating the Participant's receipt of apportionments under Section 42238.02 of the Education Code, as required under Section 17199.4(d) of the Education Code. These representations and certifications extend to the terms of any revised Schedule I provided to the Controller under Section 2 hereof.

4. Transfers pursuant to Section 1 above shall be paid by wire transfer of immediately available funds to:

Bank: U.S. Bank, N.A.
ABA#: 091000022
FBO: U.S. Bank Trust National Association
Account #: 180121167365
Reference: CSFA 2020-2021 TRANS

[Remainder of page intentionally left blank]

District: Galt Joint Union Elementary School District

Address: 1018 C Street, Suite 210
Galt, CA 95632

County: Sacramento

Executed and entered into on the Date set forth on Page 1 of the District's "NOTICE TO THE STATE CONTROLLER PURSUANT TO EDUCATION CODE SECTION 17199.4" attached hereto and incorporated herein.

Galt Joint Union Elementary School District

By: _____

Name: Lois Yount

Title: Director of Business Services

[Signature Page to Intercept Notice]

[Notice to the State Controller Pursuant to Education Code Section 17199.4]

Schedule I

Intercept Payment Amounts and Repayment Periods

<u>Repayment Periods</u>	<u>Payment Amounts</u>
-------------------------------------	-----------------------------------

Total

EXHIBIT B

(Continued)

EFT FORM

STATE OF CALIFORNIA
STATE CONTROLLER'S OFFICE
ELECTRONIC FUNDS TRANSFER AUTHORIZATION
FAM 34 (Rev. 11/19)

SECTION A

1. TYPE OF ENROLLMENT ACTION 1. <input type="checkbox"/> NEW 2. <input type="checkbox"/> CHANGE 3. <input type="checkbox"/> CERTIFICATION 4. <input type="checkbox"/> CANCEL	2. ENTITY NAME
--	----------------

SECTION B

1. TYPE OF ACCOUNT <input type="checkbox"/> C (Checking) <input type="checkbox"/> S (Savings)											
2. ROUTING NUMBER <table border="1"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>											3. DEPOSITOR ACCOUNT NUMBER
4. FINANCIAL INSTITUTION NAME											
5. BRANCH NUMBER OR NAME	Telephone Number										
6. FINANCIAL INSTITUTION ADDRESS Number and Street	City State Zip										

SECTION C

1. CHECK APPROPRIATE BOX <input type="checkbox"/> Authorize direct deposit of payments due the entity named in Section A into the designated account. <input type="checkbox"/> Cancel direct deposit for the entity named in Section A.	
2. CERTIFICATION <input type="checkbox"/> I certify that the entire amounts authorized to be received by this account are not subject to be transferred to a foreign bank account. If this box is not checked, the State Controller's Office will issue all payments by <u>warrant only</u> .	
AUTHORIZED SIGNATURE FOR THE ENTITY NAMED IN SECTION A	PRINT OR TYPE NAME
TELEPHONE NUMBER	DATE

GENERAL INSTRUCTIONS

- To enroll for direct deposit of payments by the State Controller's Office, complete Sections A, B, and C of this form.
- To change, certify, or cancel your existing direct deposit information, complete Sections A, B, and C of this form.
- Contact your financial institution for your routing number and depositor account number.
- Your direct deposit will continue to be deposited into your designated account at your financial institution until the State Controller's Office is notified that you wish to redesignate your account and/or your financial institution. To redesignate, complete and submit a new form with the new information. **DO NOT CLOSE YOUR OLD ACCOUNT UNTIL YOUR FIRST PAYMENT IS DEPOSITED INTO YOUR NEWLY DESIGNATED ACCOUNT AND/OR FINANCIAL INSTITUTION.**
- This authorization remains in full force and effect until the State Controller's Office receives written notification from the entity of its termination, or until the State Controller's Office terminates the agreement.

Return this completed form to:

State Controller's Office
Attn: Local Reimbursements Section
Local Government Programs and Services Division
3301 C Street, Suite 700
Sacramento, CA 95816
TEL (916) 322-8733, FAX (916) 323-6527

EXHIBIT C

DISTRICT INFORMATION TO BE PROVIDED FOR PRELIMINARY OFFICIAL STATEMENT

*In the event the District is determined to be a Non State-Credit Issuer, or if the District has District Senior Existing Indebtedness, the District may be asked to provide the following information for inclusion with the form of Preliminary Official Statement:

- Name of District
- Location by city or cities and county
- Number and type of schools operated
- Current approximate ADA/FTES
- Chart of Second Period ADA or FTES during the current (estimated) and past four years
- Statement as to Positive, Qualified or Negative Certificate from County Office of Education (K-12s only)
- Names and numbers of members of each bargaining unit and status regarding term of current contract or negotiations
- General Fund balance sheets, with audited numbers for Fiscal Years 2018-19, unaudited (or audited, if available) for 2019-20 and budgeted numbers for Fiscal Year 2020-21
- Other Post-Employment Benefits (OPEB): describe premiums paid for retirees, eligibility for retirement among employee groups, and total number of retirees currently receiving OPEB.
- Chart of outstanding long-term debt as of June 30, 2020 (or most current available)
- Sources of alternate liquidity
- Cash Flows for 2019-20 and projections for 2020-21

RESOLUTION CERTIFICATE

I, [Name], Clerk of the Governing Board of Galt Joint Union Elementary School District, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Governing Board of the Galt Joint Union Elementary School District duly and regularly held at the regular meeting place thereof on the 14th day of December, 2020, of which meeting all of the members of said Governing Board had due notice and at which a majority thereof were present; and at said meeting said resolution was adopted by the following vote:

Grace Malson:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Traci Skinner:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Thomas Silva:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Casey Raboy:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Wes Cagle:	_____	Aye	_____	No	_____	Abstain	_____	Absent

An agenda of said meeting was posted at least 72 hours before said meeting at 1018 C Street, Suite 210, Galt, California, a location freely accessible to members of the public, and a brief general description of said resolution appeared on said agenda.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect. The Maximum Amount of Borrowing specified in the foregoing resolution is \$7,000,000.

Dated: December 14, 2020

[Name]
Clerk of the Governing Board
of Galt Joint Union Elementary School District

IN WITNESS WHEREOF, the governing board of the District has caused this Note to be executed by the manual, electronic or facsimile signature of a duly authorized officer of the District and countersigned by the manual, electronic or facsimile signature of its duly authorized officer as of the date of authentication set forth below.

Galt Joint Union Elementary School District

By _____
Name:
Title: President of the Board of Education

Countersigned

By _____
Dr. Karen Schauer
Title: Superintendent

The following named persons are duly elected (or appointed), qualified and acting officers of the District presently holding the offices set forth opposite their respective names below and by execution hereof each certifies that the signatures of the other officers hereto are the genuine signatures of such officers (signatures of the officers executing the Note, the other Documents (as defined herein), Tax Certificate, if applicable, and the Clerk's Certificate attached to the Resolution must appear below):

NAME	OFFICE	SIGNATURE
<hr/>	Board President	<hr/>
Dr. Karen Schauer	Superintendent	<hr/>
Lois Yount	Director of Business Services	<hr/>
<hr/>	Board Clerk	<hr/>
<hr/>		<hr/>

District: Galt Joint Union Elementary School District

Address: 1018 C Street, Suite 210
Galt, CA 95632

County: Sacramento

Executed and entered into on the Purchase Date set forth in Schedule I attached hereto and incorporated herein.

Galt Joint Union Elementary School District

By _____

Name: Lois Yount

Title: Director of Business Services

District: Galt Joint Union Elementary School District

Address: 1018 C Street, Suite 210
Galt, CA 95632

County: Sacramento

Executed and entered into on the Date set forth on Page 1 of the District's "NOTICE TO THE STATE CONTROLLER PURSUANT TO EDUCATION CODE SECTION 17199.4" attached hereto and incorporated herein.

Galt Joint Union Elementary School District

By _____

Name: Lois Yount

Title: Director of Business Services

[Signature Page to Intercept Notice]

[Notice to the State Controller Pursuant to Education Code Section 17199.4]

FORM OF REQUISITION FROM PROCEEDS ACCOUNT

To: U.S. Bank National Association, as Trustee

From: Galt Joint Union Elementary School District

Dated: March __, 2021

Re: California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series ____ (the "Program")

Requisition No. ____

The undersigned, on behalf of the Galt Joint Union Elementary School District (the "Participant"), hereby requests payment, from the Proceeds Account of the Participant established with respect to the Participant's 2020-21 Tax and Revenue Anticipation Notes, Series [____], pursuant to the Program, the amount of \$_____ [by wire/check (circle one)] for purposes for which the Participant is authorized to use and expend moneys loaned to it by the Authority under the CSFA Act. If the payment is by wire, please fill in the following information:

[DISTRICT TO PROVIDE WIRING INSTRUCTIONS TO COUNTY TREASURY POOL WHERE DISTRICT WILL RECEIVE ITS NOTE PROCEEDS]:

Name of Bank: _____
ABA#: _____
Account No. _____
Reference: _____

The undersigned hereby certifies as follows:

1. The amount requisitioned hereby from the Proceeds Account(s) of the Participant does not, as of the date hereof, exceed eighty-five percent (85%) of (a) the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts, and other moneys intended as receipts for the general fund of the Participant and attributable to Fiscal Year 2020-21 and which are generally available for the payment of current expenses and other obligations of the Participant (collectively, "unrestricted revenues") less (b) projected uncollectible unrestricted revenues of the Participant attributable to such Fiscal Year.
2. The amount requisitioned hereby is for a purpose for which the Participant is authorized to use and expend funds loaned to it by the Authority under the CSFA Act.
3. The amount requisitioned hereby (if invested under the Investment Agreement) is not being requisitioned for reinvestment in other investments.

4. Other funds of the Participant are not readily available for expenditure for such purpose with respect to any operating draws.

5. The information contained herein is true and correct as of the date of this Requisition.

6. The representations of the Participant set forth in Section 15 of the Resolution of the Participant, providing for the borrowing of funds for Fiscal Year 2020-21 and the issuance and sale of one or more Series of 2020-21 Tax and Revenue Anticipation Notes therefor and authorizing participation in the Program (the "Participant Resolution") are true and correct in all material respects as though made on and as of this date except to the extent that such representations relate to an earlier date.

7. As of the date hereof, no event has occurred and is continuing which constitutes an Event of Default under the Participant Resolution or would constitute an Event of Default but for the requirement that notice be given, or time elapse, or both.

8. [As of the date hereof, the Participant has not filed with the County Superintendent of Schools, the County Board of Education or the State Superintendent of Public Instruction, and has not received from the County Superintendent of Schools or the State Superintendent of Public Instruction, (a) a negative certification applicable to Fiscal Year 2019-20 or Fiscal Year 2020-21, or (b) a certification applicable to Fiscal Year 2019-20 or Fiscal Year 2020-21 that is lower than the certification held by the Participant on the date the above-captioned Series of Authority Notes were issued, except that, if such Participant provides a certification from the County Superintendent or State Superintendent of Public Instruction, as applicable, that repayment of such Participant's Note and any Additional Notes is probable is given, moneys may be disbursed if the downgrade is to a qualified certification.]

[Remainder of page intentionally left blank.]

District: Galt Joint Union Elementary School District

Address: 1018 C Street, Suite 210
Galt, CA 95632

County: Sacramento

Executed and entered into on the Date set forth on Page 1 of the District's "FORM OF REQUISITION FROM PROCEEDS ACCOUNT" attached hereto and incorporated herein.

Galt Joint Union Elementary School District

By _____

Name: Lois Yount

Title: Director of Business Services

INDENTURE

by and between

U.S. BANK NATIONAL ASSOCIATION, AS TRUSTEE

and

CALIFORNIA SCHOOL FINANCE AUTHORITY

Dated as of March 1, 2021

\$ _____

California School Finance Authority

2020-21 State Aid Intercept Notes

(Fiscal Year 2020-21 School and Community College District Deferrals)

Series A

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INDENTURE

This Indenture (the “Indenture”), dated as of March 1, 2021, by and between the CALIFORNIA SCHOOL FINANCE AUTHORITY (the “**Authority**”), a public instrumentality of the State of California, created by the California School Finance Authority Act (constituting Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California) (the “**CSFA Act**”), and U.S. BANK NATIONAL ASSOCIATION, a national banking association duly organized and existing under and by virtue of the laws of the United States of America, as trustee (the “**Trustee**”);

WITNESSETH:

WHEREAS, Section 53850 *et seq.* of the Government Code of the State of California (the “**Act**”) provides that tax and revenue anticipation notes (“**TRANS**”) may be issued by a school district, community college district, or county board of education pursuant to the terms of Section 53853(b) of the Act; and

WHEREAS, the Authority, acting pursuant to its powers under the constitution and laws of the State of California (the “**State**”), desires to provide assistance to one or more school districts, community college districts or county offices of education named in Schedule I hereto (with such other school districts, community college districts and county offices of education as may be identified in a Supplemental Indenture, each a “**Participant**” and collectively, the “**Participants**”) located within the State, in connection with their cash-flow borrowing needs; and

WHEREAS, the Participants, or any of them, may from time to time during the Fiscal Year (herein defined) need to borrow moneys at a tax-exempt [or taxable] rate of interest in order to meet their respective cash-flow needs, all pursuant to Section 53850 *et seq.* of the Act; and

WHEREAS, the Act provides that the respective California counties in which the Participants are located (each a “**County**” and collectively, the “**Counties**”) may issue tax and revenue anticipation notes or revenue anticipation notes on behalf of any requesting school district, community college district or county offices of education located in the respective County upon the satisfaction of certain conditions and subject to Section 53853 of the Act; and

WHEREAS, the Board of Supervisors of each of the Counties has either (i) failed or declined to authorize the issuance of the TRANS within the time period specified in said Section 53853 of the Act, or (ii) otherwise advised the respective Participant that one or more series of TRANS may be issued by the Participant on its own behalf in connection with the Program (defined below); and

WHEREAS, the Authority is authorized to issue bonds, notes, lease obligations, certificates of participation, commercial paper, and any other evidences of indebtedness to finance working capital (as defined in the CSFA Act) and capital improvements for school districts, community college districts, and county offices of education, including the Participants, pursuant to the CSFA Act; and

WHEREAS, the Authority has established a program (the “**Program**”) under which it will issue and sell one or more series of its notes and apply the proceeds from the sale of the notes to simultaneously purchase from the Participants TRAns to be issued by [or on behalf of] the Participants; and

WHEREAS, the Participants have determined to participate in the Program and to issue or cause to be issued and sell to the Authority one or more Series of Tax and Revenue Anticipation Notes, each series having the same maturity date and, with respect to the initial series, in the respective principal amounts set forth in Schedule I hereto (collectively, the “**Series A District Notes**,” and with such other Additional District Notes (as hereinafter defined) as may be identified in a Supplemental Indenture, individually, a “**District Note**” and, collectively, the “**District Notes**”); and

WHEREAS, each Participant has authorized the pooling of each Series of its District Notes with certain Series of District Notes issued by other Participants, and the assignment by the Authority of such District Notes to the Trustee to secure the payment of one or more series of notes issued under this Indenture, as supplemented by Supplemental Indentures (each, a “**Series of Authority Notes**”) corresponding to such Series of District Notes, in order to achieve a lower net interest cost and lower costs associated with issuing the District Notes; and

WHEREAS, with respect to the Series A District Notes issued on _____, 2021, the Authority will issue its California School Finance Authority, State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series A (the “**Series A Authority Notes**”), which may include taxable and tax-exempt tranches, under this Indenture; and

WHEREAS, in connection with the Program, the Authority and the Participants have appointed Montague DeRose and Associates, LLC, as “**Municipal Advisor**,” the law firm of Norton Rose Fulbright US LLP as “**Note Counsel**,” Nixon Peabody LLP as “**Disclosure Counsel**,” and U.S. Bank National Association as Trustee, and RBC Capital Markets LLC and Citigroup Global Markets Inc., as joint senior managers, each acting on behalf of itself and other underwriters to be appointed by the State Treasurer at a later date (collectively, the “**Underwriters**”) have been appointed to purchase all of the Series A Authority Notes from the Authority; and

WHEREAS, each Participant has entered into an initial purchase agreement (each a “**District Note Purchase Agreement**”) with the Authority pursuant to which the Authority has agreed to purchase such Participant’s Series A District Notes and in connection therewith to issue the Series A Authority Notes to finance the purchase of such Series A District Notes; and

WHEREAS, each Participant has authorized the pooling of each Series of its District Notes with certain Series of District Notes issued by other Participants, and has acknowledged that the Authority will enter into this Indenture and will issue the Series A Authority Notes secured pursuant to the terms hereof by its Series A District Notes; and

WHEREAS, certain Participants may issue additional Series of District Notes (the “**Additional District Notes**”) from time to time to be purchased by the Authority and assigned to the Trustee to secure the payment of additional series of notes (the “**Additional Authority Notes**”

and collectively with the Series A Authority Notes, the “**Authority Notes**”) issued pursuant to this Indenture and one or more supplemental indentures (each, a “**Supplemental Indenture**” and together with this Indenture, the “**Indenture**”); and

WHEREAS, pursuant to the Program and this Indenture, the Authority has assigned and will assign its interest in each Series of District Notes to the Trustee to secure the payment of the corresponding Series of Authority Notes; and

WHEREAS, the Trustee, pursuant hereto, accepts the assignment of the Series A District Notes and all duties, obligations and trusts of the Trustee established in this Indenture; and

WHEREAS, the Trustee, pursuant to Supplemental Indentures, will accept the assignment of each series of Additional District Notes, if any; and

WHEREAS, each Series of Authority Notes may be secured by any credit facility (each a “**Credit Instrument**”) identified by type and provided by the entity, if any (each a “**Credit Provider**”), designated in Schedule I hereto with regard to the Series A Authority Notes or in a Supplemental Indenture with regard to a Series of Additional Authority Notes; and

WHEREAS, the Authority has determined that all acts, conditions and things required by law to exist, to have happened and to have been performed precedent to and in connection with the execution and entering into of this Indenture and delivery of the Series A Authority Notes do exist, have happened and have been performed in regular and due time, form and manner as required by law, and the parties hereto are now duly authorized to execute and enter into this Indenture;

NOW, THEREFORE, IN CONSIDERATION OF THE PREMISES AND OF THE MUTUAL AGREEMENTS AND COVENANTS CONTAINED HEREIN AND FOR OTHER VALUABLE CONSIDERATION, THE RECEIPT AND SUFFICIENCY OF WHICH ARE HEREBY ACKNOWLEDGED, THE PARTIES HERETO DO HEREBY AGREE AS FOLLOWS:

ARTICLE I

DEFINITIONS; EQUAL SECURITY

Section 1.01. Definitions. Unless the context otherwise requires, the terms defined in this section shall, for all purposes hereof and of any amendment hereof or supplement hereto and of the Authority Notes and of any Certificate, opinion, Request or other document mentioned herein or therein, have the meanings defined herein, the following definitions to be equally applicable to both the singular and plural forms of any of the terms defined herein (provided that the respective Credit Instrument(s) and/or Supplemental Credit Enhancement(s) and the respective Credit Agreement(s) and/or Supplemental Credit Enhancement Agreement(s) shall be governed by the definitions set forth therein):

“**Act**” means 53850 *et seq.* of the Government Code of the State of California.

“Additional Authority Notes” means all California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals) (other than the Series A Authority Notes) authorized by and at any time Outstanding pursuant to this Indenture and a Supplemental Indenture, and executed, issued and delivered from time to time in connection with a Pool in accordance with Section 2.12 hereof.

“Additional Credit Agreement” means the agreement or commitment letter, if any, designated in a Supplemental Indenture as the credit agreement for the corresponding Series of Additional Authority Notes.

“Additional Credit Instrument” means the instrument, if any, designated in a Supplemental Indenture as the credit instrument for a corresponding Series of Additional Authority Notes.

“Additional Credit Provider” means the credit provider, if any, designated in a Supplemental Indenture as the credit provider for the corresponding Series of Additional Authority Notes.

“Additional District Notes” means, collectively, the tax and revenue anticipation notes issued by or on behalf of one or more Participants in the respective Series and aggregate principal amounts thereof (whether or not such District Notes are the first or a subsequent Series of District Notes issued by or on behalf of such Participant), as set forth in a Supplemental Indenture and assigned to an Additional Pool securing each corresponding Series of Additional Authority Notes.

“Additional Interest Payment Date” means each date on which interest on a Series of Additional Authority Notes and the corresponding Series of District Notes becomes due and payable, as specified in the applicable Supplemental Indenture.

“Additional Investment Agreement” means an investment agreement pursuant to which, initially, all or a portion of the proceeds of the corresponding Series of Additional Authority Notes are to be invested, executed and delivered by the Trustee on behalf of each of the Participants whose Series of Additional District Notes are assigned to such corresponding Series of Additional Authority Notes.

“Additional Pool” means each pool composed of Additional District Notes of a Series assigned to and securing the payment of a Series of Additional Authority Notes.

“Additional Principal Payment Date” means each date on which the principal of a Series of Additional Authority Notes and the corresponding Series of District Notes becomes due and payable, as specified in the applicable Supplemental Indenture.

“Additional Series Pledged Accounts” means, with respect to each Series of Additional Authority Notes, the Costs of Issuance Account relating to such Series of Additional Authority Notes, the Proceeds Accounts for each Series of Additional District Notes assigned to the Additional Pool relating to such Series of Additional Authority Notes, the Payment Accounts for each Series of Additional District Notes assigned to the Additional Pool relating to such Series of Additional Authority Notes, the Interest Account relating to such Series of Additional Authority

Notes, the Principal Account relating to such Series of Additional Authority Notes, and the Credit Account, if any, relating to such Series of Additional Authority Notes.

“Additional Supplemental Credit Enhancement” means the instrument, if any, designated in a Supplemental Indenture as the supplemental credit enhancement for the corresponding Series of Additional Authority Notes.

“Additional Supplemental Credit Enhancement Agreement” means the agreement, if any, designated in a Supplemental Indenture as the supplemental credit enhancement agreement for the corresponding Series of Additional Authority Notes.

“Additional Supplemental Credit Enhancer” means the entity designated in a Supplemental Indenture as the provider of the Additional Supplemental Credit Enhancement.

“Authority” means the California School Finance Authority, a public instrumentality of the State of California, created by the CSFA Act.

“Authority Note Payment Fund” means the fund by that name established in Section 3.02.

“Authority Notes” means, collectively, the Series A Authority Notes and all Additional Authority Notes.

“Authority Resolution” means that certain resolution adopted by the Authority Board on _____, 2021, pertaining to the issuance by the Authority of the Series A Authority Notes and the establishment of the Program for the Fiscal Year.

“Authorized Participant Representative” means the President or Chairperson, Secretary or Clerk of the governing board of a Participant, the Superintendent, the Superintendent/President, Chancellor, the Assistant Superintendent of Business, the Assistant Superintendent, the Vice President of Business and Administration, the Vice Chancellor of Administrative Services, the business manager, director of business or fiscal services or chief financial or business officer of the Participant, as the case may be, or the equivalent, or, in the absence of said officer, his or her duly appointed designee, or such other officers of a Participant designated in Section 4 of such Participant’s Resolution, or any other person at the time designated to act on behalf of such Participant by written certificate furnished to the Trustee, containing the specimen signature of such person and signed on behalf of such Participant by the Chair, the President, the Clerk or the Secretary of the governing board of such Participant, or the Superintendent, the Superintendent/President, or the Chancellor of such Participant.

“Business Day” means any day except (i) Saturday, (ii) Sunday, (iii) California State Holidays, or (iv) any day on which banks located in the city in which the designated trust office of the Trustee or the principal office of the applicable Credit Provider or Supplemental Credit Enhancer is located, or in San Francisco, California or Los Angeles, California, or New York, New York, are required or authorized to remain closed.

“Certificate” or **“Request”** means, with respect to a Participant, an instrument in writing signed on behalf of such Participant by an Authorized Participant Representative, and with respect

to the Authority, an instrument in writing signed on behalf of the Authority by its Chair, Secretary, Treasurer or Executive Director or other person at the time designated to act on behalf of the Authority by written certificate furnished to the Trustee.

“Change in State Law” means action by the State legislature following the issuance of a Series of Authority Notes in which the State advances or further defers the dates upon which the Deferral Amounts are to be paid.

“Closing Date” means [_____, 2021].

“Code” means the Internal Revenue Code of 1986 and the regulations issued or applicable thereunder.

“Confirmation of Pricing” means, collectively, those certain pricing confirmation supplements executed at the time of pricing each Series of District Notes and attached as Schedule I to the District Notes Purchase Agreements applicable to such Series of District Notes.

“Continuing Disclosure Agreement” means, collectively, each Continuing Disclosure Agreement between the Authority and the Dissemination Agent, dated the date of issuance and delivery of the corresponding Series of Authority Notes, as originally executed and as it may be amended or supplemented from time to time in accordance with the terms thereof.

“Costs of Issuance” means all items of expense directly or indirectly payable by or reimbursable to a Participant or the Authority and related to the authorization, execution and delivery of each Series of District Notes and the related sale of a Series of Authority Notes, which may include, but are not limited to, any fees, costs or premium for each Credit Provider’s Credit Instrument and each Supplemental Credit Enhancer’s Supplemental Credit Enhancement, costs of preparation, reproduction and delivery of documents, filing and recording fees, fees and charges of the Trustee, Trustee counsel fees, fees of the Authority and its Counsel, State Treasurer’s Office fees, Municipal Advisor fees, Note Counsel and Disclosure Counsel fees and charges, other legal fees and charges, fees and disbursements of consultants and professionals, fees and charges for preparation, execution, safekeeping and delivery of the applicable Series of Authority Notes and any other costs, charges or fees (including any supplemental credit enhancement on any individual District Note) in connection with the original issuance of a Series of District Notes and the applicable Series of Authority Notes.

“Costs of Issuance Account” means each Costs of Issuance Account created in the Costs of Issuance Fund under Section 3.02 relating to a Series of Authority Notes.

“Costs of Issuance Fund” means the fund by that name established in Section 3.02.

“County” or **“Counties”** means the California counties in which the Participants are located.

“County Treasurer” means the County Treasurer in any County in which a Participant is located.

“County Treasury Pool” means the local government money fund of the respective County Treasurer that invests the assets of the respective County’s school districts, community colleges and other public agencies in the region.

“Credit Account” means each account by that name established in Section 3.02.

“Credit Agreement” means, collectively, each Additional Credit Agreement.

“Credit Fund” means the fund of that name created by Section 3.02.

“Credit Instrument” means, collectively, each Additional Credit Instrument for the corresponding Series of Additional Authority Notes.

“Credit Provider” means, collectively, each Additional Credit Provider.

“CSFA Act” means Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California.

“Debt Service Payments” means the moneys paid by each Participant as and for payments of principal of and interest on its respective District Notes and Additional District Notes, if any, which moneys shall include the Pledged Revenues and amounts deposited in the related Participant’s Payment Account and any other moneys lawfully available therefor pursuant to the related District Resolution.

“Default Rate” means the rate of interest per annum payable with respect to the outstanding portion of each Defaulted District Note which (i) if the Defaulted District Notes are paid in whole or in part by an unreimbursed draw or claim or payment under or from a Credit Instrument and/or Supplemental Credit Enhancement applicable thereto, is the rate of interest per annum specified in, and calculated in accordance with, the corresponding Credit Agreement or Supplemental Credit Enhancement Agreement, as applicable, or (ii) if the Defaulted District Notes are unpaid and no Credit Instrument or Supplemental Credit Enhancement is applicable thereto, is the rate of interest per annum sufficient to produce a yield on the outstanding portion of such Defaulted District Notes equal to the rate or, in the case of a Series of Authority Notes, the rates of interest payable on the applicable Series of Authority Notes (or applicable portions thereof), computed on the basis of a 360-day year consisting of twelve thirty-day months.

“Defaulted District Note” means a District Note (i) the principal of and/or interest on which has been paid in whole or in part with the proceeds of a drawing, claim or payment under or from the applicable Credit Instrument and/or Supplemental Credit Enhancement which drawing, claim or payment remains not fully reimbursed on the applicable Interest Payment Date or Principal Payment Date, or (ii) any of the principal of or interest on which is not paid on the applicable Principal Payment Date.

“Deferral Amounts” means the principal apportionments designated by the State that would normally be distributed to Participants during the Deferral Months of the Fiscal Year but which instead have been deferred by State law to the Repayment Periods occurring during Fiscal Year 2021-22, subject to a Change in State Law.

“**Deferral Months**” means the months in which Deferral Amounts would normally be distributed but have instead been deferred by the State, and with respect to the Series A Authority Notes, means the months of February 2021 through and including June 2021.

“**Department**” means the California Department of Education.

“**Dissemination Agent**” means the State Treasurer, acting in its capacity as Dissemination Agent under the terms of any Continuing Disclosure Certificate applicable to the Authority Notes, or any successor dissemination agent designated in writing by the State Treasurer and which has filed with the State Treasurer a written acceptance of such designation.

“**District Note Purchase Agreement**” means each District Note Purchase Agreement by and between a Participant and the Authority relating to the purchase by the Authority of such Participant’s District Notes. “**District Note Purchase Agreements**” mean all such District Note Purchase Agreements, collectively.

“**District Notes**” means, collectively, the Series A District Notes and all Additional District Notes. “**District Note**” refers to the District Notes individually.

“**DTC**” or “**Depository Trust Company**” means The Depository Trust Company, New York, New York.

“**Electronic Means**” shall have the meaning set forth in Section 9.04 hereof.

“**Escrow Account**” means each Escrow Account created in the Escrow Fund under Section 3.03(d) relating to a Series of District Notes.

“**Escrow Fund**” means the fund by that name, established pursuant to Section 3.02.

“**Escrow Release Date**” means the date determined by the Authority following the computation by the Department of the Final June Deferral Amounts, and with respect to Series A Authority Notes, means [June __, 2021], or as soon as possible, but not later than three (3) Business Days following the Authority’s notification to the Trustee under Section 3.03(d) hereof.

“**Estimated June Deferral Amounts**” means the estimated calculation by the Department of the Deferral Amounts for the June 2021 Deferral Month based on the first principal apportionment (P-1) information.

“**Event of Default**” shall have the meaning ascribed thereto in Section 8.01 hereof and in each Participant Resolution.

“**Federal Securities**” means any of the following which are noncallable and which at the time of investment are legal investments under the laws of the State of California for the moneys proposed to be invested therein:

(1) direct general obligations (including stripped obligations) of (including obligations issued or held in book entry form on the books of the Department of the Treasury of the United

States of America), or obligations the payment of principal of and interest on which are directly or indirectly unconditionally guaranteed by, the United States of America;

(2) direct obligations (including stripped obligations) of any department, agency or instrumentality of the United States of America the timely payment of principal of and interest on which are fully guaranteed by the United States of America; and

(3) refunded municipal obligations rated AAA by S&P, AAA by Fitch, or Aaa by Moody's, the timely payment of principal of and interest on are fully guaranteed by the United States of America.

“Final June Deferral Amounts” means the final calculation by the Department of the Deferral Amounts for the June 2021 Deferral Month based on the second principal apportionment (P-2) information.

“Fiscal Year” means the period from July 1, 2020 through and including June 30, 2021.

“Fitch” means Fitch Ratings, Inc., and its successors and assigns.

["Funds Subject to Intercept” means the Pledged Revenues representing State Aid and Other State Aid Subject to Apportionment.]

“Indenture” means this Indenture, dated as of [March] 1, 2021, by and between the Trustee and the Authority, as originally executed and entered into and as it may from time to time be amended or supplemented in accordance herewith.

“Interest Account” means each account by that name established in Section 3.02.

“Interest Payment Date” means each Series A Interest Payment Date, and each Additional Interest Payment Date.

“Investment Agreement” means, collectively, the Series A Investment Agreement, if any, and each Additional Investment Agreement.

“Maturity Date” means the date on which the principal of and interest on a District Note become due and payable.

“Moody's” means Moody's Investors Service, and its successors and assigns, except that if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, then the term “Moody's” shall be deemed to refer to any other nationally recognized securities rating agency selected by the Authority.

“Municipal Advisor” means Montague DeRose & Associates LLC and its successors and assigns or such other financial advisory firm appointed by the Authority.

“Note Counsel” means Norton Rose Fulbright US LLP or an attorney or firm of attorneys of nationally recognized standing in matters pertaining to the validity of, and tax-exempt nature of interest on, obligations issued by states and their political subdivisions, appointed by the Authority.

“Opinion of Counsel” means a written opinion of Note Counsel.

[**“Other State Aid Subject to Apportionment”** includes the categorical programs that are funded from the State School Fund designated for apportionment to a K-12 Participant or a Community College Participant.]

“Outstanding,” when used as of any particular time with reference to Authority Notes, means (subject to the provisions of Section 10.02) all Authority Notes except -

(1) Authority Notes cancelled by the Trustee or surrendered to the Trustee for cancellation;

(2) Authority Notes paid or deemed to have been paid within the meaning of Section 11.01; and

(3) Authority Notes in lieu of or in exchange or substitution for which other Authority Notes shall have been authenticated and delivered by the Trustee hereunder.

“Owner” means the registered owner of any Outstanding Authority Note.

“Participant Resolutions” means the respective resolutions adopted by the governing boards of the Participants and, where applicable (and if a respective County elected to do so), in the case of school districts, community college districts and county offices of education that are not fiscally accountable, the respective resolutions adopted by the county boards of supervisors, in each case authorizing the issuance of District Notes in one or more Series under Section 53853 of the Act and approving the execution and delivery by the Authority of this Indenture, any Supplemental Indenture and the Authority Notes, as originally adopted and as it may from time to time be amended or supplemented in accordance therewith.

“Participants” means the California school districts, community college districts and county offices of education listed in Schedule I hereto with regard to the Series A Authority Notes and in a Supplemental Indenture with regard to Additional Authority Notes, and, where applicable, the Counties electing to be the issuers of the District Notes for the school districts that are not fiscally accountable, and in each case their successors and assigns.

“Payment Account” means each account created pursuant to each Participant’s Resolution and maintained by the Trustee in the Authority Note Payment Fund under Section 3.02 relating to a Series of District Notes, for the collection and deposit of Pledged Revenues for the repayment of the related Participant’s District Notes, including amounts held in the Payment Account and invested in Permitted Investments.

“Permitted Investments” means any of the following which at the time of investment are legal investments under the laws of the State of California for the moneys proposed to be invested therein and approved by the applicable Credit Provider and Supplemental Credit Enhancer, if any:

(1) Federal Securities;

(2) Any direct or indirect obligations of an agency or department of the United States of America whose obligations represent the full faith and credit of the United States of America, or which are rated A or better by Fitch, S&P or Moody's (or whichever one of them is then rating the applicable Series of Authority Notes);

(3) Interest-bearing deposit accounts (including certificates of deposit) in federal or State chartered savings and loan associations or in federal or State of California banks (including the Trustee), provided that: (i) the unsecured obligations of such commercial bank or savings and loan association are rated A or better by Moody's or S&P (or whichever one of them is then rating the applicable Series of Authority Notes);

(4) Commercial paper rated in the highest short-term rating category by Moody's or S&P (or whichever one of them is then rating the applicable Series of Authority Notes);

(5) Federal funds or bankers acceptances with a maximum term of one year of any bank which an unsecured, uninsured and unguaranteed obligation rating in the highest rating category of Moody's or S&P (or whichever one of them is then rating the applicable Series of Authority Notes);

(6) Units of a money-market fund portfolio composed solely of obligations guaranteed by the full faith and credit of the United States of America rated in one of the two highest rating categories by Moody's and S&P (or whichever one of them is then rating the applicable Series of Authority Notes);

(7) Units of a money-market fund portfolio rated in the highest rating category by S&P and Moody's (or whichever one of them is then rating the applicable Series of Authority Notes);

(8) Any obligations which are then legal investments for moneys of the Participants under the laws of the State of California; provided, that if such investments are not fully insured by the Federal Deposit Insurance Corporation, such investments shall be, or shall be issued by entities the debt securities of which are, rated in the highest short-term (with regard to any modifiers) or one of the two highest long-term rating categories by Moody's and S&P (or whichever one of them is then rating the applicable Series of Authority Notes);

(9) The applicable Investment Agreement or any substitute therefor (with, if applicable, the consent of the applicable Credit Provider or Supplemental Credit Enhancer) which substitution results in a maintenance of the original rating on the applicable Series of Authority Notes; provided such agreement is with a financial entity (the "Provider"), or with a financial entity whose obligations are guaranteed or insured by a financial entity (the "Guarantor"), the Provider's or the Guarantor's senior debt or investment contracts or obligations under its investment contracts being rated in one of the two highest long-term rating categories by Moody's and S&P (or whichever one of them is then rating the applicable Series of Authority Notes) or whose commercial paper rating is in the highest rating category (with regard to any modifiers) of each such rating agencies (or whichever one of them is then rating the applicable Series of Authority Notes) or is fully collateralized by investments listed in subsection (1) hereof as required by S&P and Moody's (or whichever one of them is then rating the applicable Series of Authority Notes) to be rated in one of the two highest rating categories;

(10) Any other prudent investment rated in one of the two highest rating categories by Moody's and S&P (or whichever one of them is then rating the applicable Series of Authority Notes) approved by the applicable Credit Provider or Supplemental Credit Enhancer, and the Authority;

(11) The Local Agency Investment Fund managed by the office of the Treasurer of the State of California; or

(12) [For non-State credit Participants, if applicable, any County Treasury of a County in which the Participant is situated, the proceeds of whose note are to be invested, provided that the investment of such proceeds by the applicable County Treasurer is made in compliance with California Government Code Section 53601.]

“Person” means any individual, corporation, partnership, joint venture, association, joint stock company, trust, unincorporated organization or government or any agency or political subdivision of a government or any entity whatsoever.

“Pledge Date” means the last Business Day of each Repayment Period.

“Pledged Revenues” means the revenues pledged by a Participant in its Participant Resolution for the payment of its District Notes and related Authority Notes.

“Pool” means, collectively, the Series A Pool and each Additional Pool.

“Pool Interest Fund” means the fund by that name established in Section 3.02.

“Pool Principal Fund” means the fund by that name established in Section 3.02.

“Predefault Obligations” means, with respect to any individual Series of Authority Notes, (i) the respective obligations owed to the applicable Supplemental Credit Enhancer and Credit Provider under the corresponding Supplemental Credit Enhancement Agreement and Credit Agreement, respectively and, as the case may be, by the respective Participants whose Series of District Notes have been assigned to the Pool securing such Series of Authority Notes, (ii) all indemnification to the applicable Supplemental Credit Enhancer and Credit Provider, as the case may be, by such respective Participants, (iii) all other amounts due to the applicable Supplemental Credit Enhancer and Credit Provider by such respective Participants under the corresponding Supplemental Credit Enhancement Agreement and Credit Agreement, as applicable (including interest on overdue Predefault Obligations to the extent permitted by law), and (iv) if applicable, all fees and expenses of the applicable Supplemental Credit Enhancer and Credit Provider under the corresponding Supplemental Credit Enhancement Agreement and Credit Agreement, as applicable, to the extent they are not Costs of Issuance, becoming due prior to an Event of Default under the respective Participant Resolutions.

“Principal Account” means each account by that name established in Section 3.02.

“Principal Office of the Trustee” means the principal corporate trust office of the Trustee, which, for the Trustee initially appointed hereunder, is located in San Francisco, California; provided that for transfer, exchanges, payment and registration of Authority Notes, “Principal

Office of the Trustee” shall mean the corporate trust office of U.S. Bank National Association in San Francisco, California, or such other office specified by the Trustee.

“**Principal Payment Date**” means the Series A Principal Payment Date, and each Additional Principal Payment Date.

“**Proceeds Fund**” means the fund by that name established in Section 3.02.

“**Proceeds Account**” means each Proceeds Account created in the Proceeds Fund under Section 3.03(b) relating to a Series of District Notes.

“**Program**” means the California School Finance Authority State Aid Intercept Notes (Fiscal year 2020-21 School and Community College District Deferrals) pursuant to which one or more Series of Authority Notes are issued by the Authority to assist Participants in financing cash flow deficits.

“**Purchase Agreement**” means each purchase agreement between the Authority and the Underwriters, relating to the purchase of the applicable Series of Authority Notes by the Underwriters thereof.

“**Rating Agency**” means Fitch, S&P and Moody’s, or whichever one of them is then rating the applicable Series of Authority Notes, if any.

“**Rebate Fund**” means the fund by that name established in Section 7.10.

“**Reimbursement Obligations**” means with respect to an individual Series of Authority Notes (i) the respective obligations of the respective Participants issuing a Series of Authority Notes that have been assigned to the Pool securing such Series of Authority Notes under the corresponding Supplemental Credit Enhancement Agreement and Credit Agreement, as applicable, including, without limitation, obligations evidenced by Defaulted District Notes, (ii) all indemnification to the corresponding Supplemental Credit Enhancer and Credit Provider, as applicable, by such respective Participants, (iii) all other amounts at any time due to the corresponding Supplemental Credit Enhancer and Credit Provider, as applicable, by such respective Participants under the Supplemental Credit Enhancement Agreement and Credit Agreement, as applicable, (including any Predefault Obligations and interest on any overdue Reimbursement Obligations to the extent permitted by law), and, (iv) if applicable, all fees and expenses of the corresponding Supplemental Credit Enhancer and Credit Provider, as applicable, under the Supplemental Credit Enhancement Agreement and Credit Agreement, as applicable, exclusive of Costs of Issuance, becoming due as a result of or after an Event of Default under the respective Participant Resolutions.

“**Released Escrow Amounts**” mean the amount on deposit in each Escrow Account which is the lesser of the Estimated June Deferral Amount then on deposit in the Escrow Account or the Final June Deferral Amount for a Participant.

“**Repayment Period**” shall have the meaning ascribed to such term in the District Participant Resolutions.

“Representation Letter” means that certain blanket letter of representations addressed to DTC, and pertaining to the issuance of Authority Notes in book-entry form.

“Representative” means RBC Capital Markets, LLC and Citigroup Global Markets, Inc., each as Representative of itself and the Underwriters named in the Series A Purchase Agreement, and such other underwriters as may be approved by the Authority, collectively, as underwriters and purchasers of each Series of Authority Notes under and pursuant to the respective series Purchase Agreement.

“Requisition” means, depending on the context, either a request from the Authority or Municipal Advisor for payment by the Trustee of Costs of Issuance, in the form set forth in Exhibit B for a Costs of Issuance Requisition, or a request from a Participant for payment by the Trustee of Proceeds Account funds, in the form set forth in Exhibit C for a Proceeds Account Requisition.

“S&P” means S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, and its successors and assigns, except that if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, then the term “S&P” shall be deemed to refer to any other nationally recognized securities rating agency selected by the Authority.

“SEC” means the Securities and Exchange Commission.

“Securities Depository” means The Depository Trust Company, 570 Washington Blvd, 4th Floor, Jersey City, New Jersey 07310 Attn: Call Notification Department, or, in accordance with then current guidelines of the Securities and Exchange Commission, such other addresses and/or such other securities depository as the Authority may designate to the Trustee in writing.

“Series” means any individual series of Authority Notes or District Notes, as designated in this Indenture, a Supplemental Indenture or a Participant Resolution, as applicable.

“Series A Authority Notes” means the \$_____ California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series A, authorized by, and at any time Outstanding pursuant to, this Indenture.

“Series A Costs of Issuance Account” means the account by that name established in Section 3.02.

“Series A District Notes” means the tax and revenue anticipation notes issued by the Participants in the respective Series and aggregate principal amounts, as described in Schedule I hereto and assigned to the Series A Pool securing the Series A Authority Notes.

“Series A Interest Account” means the account by that name established in Section 3.02.

“Series A Interest Payment Date” means each date on which interest on the Series A Authority Notes and the corresponding Series A District Notes becomes due and payable, being _____, 2021.

“Series A Investment Agreement” means that certain Investment Agreement, if any, identified in the Confirmation of Pricings relating to the Series A District Notes assigned to the Series A Pool securing the Series A Authority Notes pursuant to which net proceeds of a portion of the Series A Authority Notes are to be invested, as executed and delivered by the Trustee on behalf of each of the applicable Participants.

“Series A Pledged Accounts” means, with respect to the Series A Authority Notes, the Series A Costs of Issuance Account, the Proceeds Accounts for each Series of District Notes assigned to the Series A Pool, the Payment Accounts for each Series of District Notes assigned to the Series A Pool, the Series A Interest Account and the Series A Principal Account.

“Series A Pool” means the Pool composed of Series A District Notes assigned to and securing the payment of the Series A Authority Notes.

“Series A Principal Account” means the account by that name established in Section 3.02.

“Series A Principal Payment Date” means the date on which the principal of the Series A Authority Notes and the corresponding Series A District Notes becomes due and payable, being _____, 2021.

“Series A Purchase Agreement” means the Purchase Agreement by and between the Authority and the Representative related to the Series A Authority Notes.

“Series of Authority Notes” and **“Authority Notes of a Series”** means each Series of Authority Notes.

[**“State Aid”** means the State apportionment comprised of: (a) for K-12 Participants and county offices of education, revenues and funding included in the local control funding formula (LCFF), special education and funding for several other programs, or (b) for Community College Participants, revenues and funding for the student centered funding formula (“SCFF”) that are calculated using a base allocation tied to enrollment, a supplemental allocation primarily based on enrollment of low-income students and a student success allocation based on various performance metrics, pursuant to Section 84750.4 of the California Education Code.]

“State Controller” means the California State Controller.

“Supplemental Credit Enhancement” means, collectively, each Additional Supplemental Credit Enhancement.

“Supplemental Credit Enhancement Agreement” means, collectively, each Additional Supplemental Credit Enhancement Agreement.

“Supplemental Credit Enhancer” means, collectively, each Additional Supplemental Credit Enhancer.

“Supplemental Indenture” means any indenture approved by the Authority in accordance with Article X of this Indenture amending or supplementing this Indenture or any Supplemental Indenture, or providing for the issuance of Additional Authority Notes.

“**Tax Certificate**” has the meaning ascribed thereto in Section 7.04(a) hereof.

“**Tax-Exempt Notes**” means [Authority Notes, the interest on which is intended to be excluded from the gross income of the holders thereof for federal income tax purposes.]

“**Taxable Notes**” means [Authority Notes not issued as Tax-Exempt Notes].

“**Trustee**” means U.S. Bank National Association, a national banking association duly organized and existing under and by virtue of the laws of the United States of America, at its principal corporate trust office in San Francisco, California, or any other bank or trust company at its principal corporate trust office which may at any time be substituted in its place, as trustee under this Indenture.

Section 1.02. Indenture Constitutes a Contract; Obligation of Indenture and Authority Notes. In consideration of the purchase and acceptance of any and all of each Series of the Authority Notes authorized to be issued under this Indenture by those who shall hold the same from time to time:

(a) this Indenture shall be deemed to be and shall constitute a contract among the Authority, the Trustee, each Supplemental Credit Enhancer, each Credit Provider, and the Owners from time to time of the corresponding Series of Authority Notes;

(b) subject to the provisions of Section 5.01(c) hereof, the pledge of the Series A Pledged Accounts and the other moneys, rights and interests made in this Indenture in Section 1.03(a) and 5.01 hereof and the related covenants and agreements set forth in this Indenture to be performed by and on behalf of the Authority shall be for the equal and ratable benefit, protection and security of the Owners of any and all of the Series A Authority Notes and each Supplemental Credit Enhancer, and each Credit Provider relating to the Series A Authority Notes, all of which regardless of the time or times of their issue or maturity shall be of equal rank without preference, priority or distinction of any of such Series A Authority Notes over any other thereof; and each Series A Authority Note shall be a special obligation of the Authority payable solely from the moneys, rights and interest pledged for payment of the Series A Authority Notes in Section 1.03(a) and 5.01 hereof; and

(c) subject to the provisions of Section 5.01(c) hereof, the pledge of the Additional Series Pledged Accounts and the other moneys, rights and interests made in this Indenture in Section 1.03(b) and Section 5.01 hereof and the related covenants and agreements set forth in this Indenture to be performed by and on behalf of the Authority shall be on a Series by Series basis, for the equal and ratable benefit, protection and security of the Owners of any and all Additional Authority Notes of such Series and each Additional Supplemental Credit Enhancer, and each Additional Credit Provider relating to such Series of Additional Authority Notes, all of which regardless of the time or times of their issue or maturity/maturities shall be of equal rank without preference, priority or distinction of any Additional Authority Note of such Series over any other Additional Authority Notes of the same Series; and each Additional Authority Note of a Series shall be a special obligation of the Authority payable solely from the moneys, rights and interest pledged for payment of the Additional Authority Notes of such Series in Section 1.03(b) and 5.01 hereof.

Section 1.03. Pledge Effected by Indenture.

(a) Series A Authority Notes: Subject to the provisions of this Indenture permitting the application thereof for or to the purposes and on the terms and conditions set forth in this Indenture, including the provisions of Section 5.01(c) hereof, there are hereby pledged for the payment of the principal of and interest on the Series A Authority Notes in accordance with their terms and the provisions of this Indenture, and the Trustee, as trustee on behalf of the Owners, is hereby granted an express lien on, the proceeds of such Series A Authority Notes, all moneys on deposit in the Series A Pledged Accounts (other than in the Rebate Fund) credited by or pursuant to this Indenture, including the investments thereof (if any) other than investments which are to be deposited into the Rebate Fund, the rights and interest of the Authority in and to the Debt Service Payments on the respective Series A District Notes assigned to the Series A Pool, the documents evidencing and securing the same, the District Participant Resolutions to the extent relating to the Series A District Notes and the collections received therefrom by the Authority or the Trustee on its behalf, and any and all other property of any kind from time to time hereafter pledged as additional security for the Series A Authority Notes under this Indenture by a Supplemental Indenture, by delivery or by writing of any kind of the Authority or by any person on its behalf. The pledge and lien of this Section 1.03(a) is created and established to secure the payment of the principal of and interest on the Series A Authority Notes in accordance with the terms and the provisions of this Indenture.

(b) Each Series of Additional Authority Notes: Subject to the provisions of this Indenture permitting the application thereof for or to the purposes and on the terms and conditions set forth in this Indenture, including the provisions of Section 5.01(c) hereof, there are hereby pledged for the payment of the principal of and interest on each Series of Additional Authority Notes in accordance with their terms and the provisions of this Indenture and the applicable Supplemental Indenture, and the Trustee, as trustee on behalf of the Owners, is hereby granted an express lien on, the proceeds of such Series of Additional Authority Notes, all moneys on deposit in the Additional Series Pledged Accounts (other than in the Rebate Fund) relating to such Series of Additional Authority Notes credited by or pursuant to this Indenture, including the investments thereof (if any) other than investments which are to be deposited into the Rebate Fund, the rights and interest of the Authority in and to the Debt Service Payments on the corresponding Series of Additional District Notes assigned to the Additional Pool securing such Series of Additional Authority Notes, the documents evidencing and securing the same, the Participant Resolutions to the extent relating to such Series of Additional District Notes and the collections received therefrom by the Authority or the Trustee on its behalf, and any and all other property of any kind from time to time hereafter pledged as additional security for such Series of Additional Authority Notes under this Indenture by a Supplemental Indenture, by delivery or by writing of any kind of the Authority or by any person on its behalf. The pledge and lien of this Section 1.03(b) is created and established to secure the payment of the principal of and interest on such Series of Additional Authority Notes (including reimbursement of the corresponding Supplemental Credit Enhancer or Credit Provider, as applicable) in accordance with the terms and the provisions of this Indenture and the applicable Supplemental Indenture; provided, however, that all amounts in the Credit Account, if any, of the Credit Fund attributable to each such Series of Authority Notes are pledged and shall be applied solely to payment of the principal of and interest on the corresponding Series of Authority Notes.

ARTICLE II

CONDITIONS AND TERMS OF AUTHORITY NOTES

Section 2.01. Initial Issuance of Authority Notes. The Authority Notes to be issued under this Indenture are hereby created initially in one Series consisting of the Series A Authority Notes. The Authority may at any time issue Additional Authority Notes pursuant to a Supplemental Indenture upon satisfaction of the conditions precedent set forth in Section 2.12 hereof.

The Series A Authority Notes are designated as the “California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series A.” The aggregate principal amount of Series A Authority Notes which may be issued and Outstanding under this Indenture shall be _____ dollars (\$_____), exclusive of Authority Notes executed and authenticated as provided in Section 2.09. The Trustee is hereby authorized and directed to authenticate the Series A Authority Notes in the aggregate principal amount of _____ dollars (\$_____). The Series A Authority Notes shall be initially delivered in the form of one Series A Authority Note for the full principal amount thereof and shall be registered in the name of “Cede & Co.,” as nominee of DTC.

Any Additional Authority Notes shall be designated as provided in the Supplemental Indenture pursuant to which such Additional Authority Notes are to be issued. The aggregate principal amount of Additional Authority Notes which may be issued under this Indenture shall be limited as provided in such Supplemental Indenture.

Section 2.02. Denominations, Medium and Method and Place of Payment and Dating of Authority Notes. The Authority Notes shall be prepared in the form of fully registered notes in denominations of [one hundred thousand dollars (\$100,000)] or any integral multiple thereof. The interest on and principal of the Authority Notes shall be payable in lawful money of the United States of America. The interest on the Authority Notes shall be payable on the applicable Interest Payment Dates, and the principal of the Authority Notes shall be payable on the applicable Principal Payment Date thereof upon surrender thereof by the respective Owners thereof at the Principal Office of the Trustee. The Trustee may treat the Owner of any Authority Note as the absolute owner of such Authority Note for all purposes, whether or not such Authority Note shall be overdue, and the Trustee shall not be affected by any knowledge or notice to the contrary; and payment of the interest on and principal of such Authority Note shall be made only to such Owner as above provided, which payments shall be valid and effectual to satisfy and discharge the liability on such Authority Note to the extent of the sum or sums so paid. All Authority Notes paid pursuant to the provisions of this section shall be cancelled and destroyed by the Trustee and shall not be redelivered and a certificate of destruction shall be delivered to the Authority and the applicable Credit Provider.

Each Authority Note shall be dated the date of its initial issuance.

Section 2.03. Terms of the Authority Notes. (a) Terms of the Series A Authority Notes. Each Series A Authority Note shall mature on the Series A Principal Payment Date, shall

bear interest at the rate of _____ percent (____%), payable on each Series A Interest Payment Date, and shall have the principal thereof payable on the Series A Principal Payment Date, upon surrender of the Series A Authority Note by the Owner thereof, at the Principal Office of the Trustee.

The interest payable on the Series A Authority Notes shall be computed on the basis of a 360- day year of twelve 30-day months.

The Series A Authority Notes shall not be subject to prepayment or redemption prior to the Series A Principal Payment Date.

(b) Terms of Additional Authority Notes. The maturity date or dates, interest rate or rates, interest payment date or dates, computation of interest, and redemption or prepayment provisions applicable to any Series of Additional Authority Notes shall be determined by the Authority at the time of issuance thereof pursuant to the Supplemental Indenture under which such Series of Additional Authority Notes are issued. Principal of and interest on such Series of Additional Authority Notes shall be payable in such manner as may be specified in such Supplemental Indenture.

Section 2.04. Form of Authority Notes. The Authority Notes and the form of assignment to appear thereon shall be in substantially the forms in Exhibit A hereto, with appropriate or necessary insertions, omissions and variations as permitted or required thereby or hereby. The Authority Notes may be prepared in typewritten, lithographed or printed form.

Section 2.05. Execution of Authority Notes. The Authority Notes shall be executed by the Chairperson of the Authority, or by such other persons as shall have been authorized by resolution of the Authority to execute and attest the Authority Notes, by manual or facsimile signature and shall be authenticated by the Trustee by the manual signature of an authorized officer of the Trustee. The Authority Notes may, but need not bear the seal of the Authority, if any.

Section 2.06. Transfer and Exchange of Authority Notes. All Authority Notes are transferable or exchangeable by the Owner thereof, in person or by his attorney duly authorized in writing, at the Principal Office of the Trustee in the books required to be kept by the Trustee pursuant to the provisions of Section 2.07, upon surrender of such Authority Notes accompanied by delivery of a duly executed written instrument of transfer or exchange in a form acceptable to the Trustee. Whenever any Authority Note or Authority Notes shall be surrendered for transfer or exchange, the Trustee shall execute and deliver a new Authority Note or Authority Notes of the same Series and of authorized denominations representing the same aggregate principal amount, except that the Trustee shall require the payment by any Owner requesting such transfer or exchange of any tax or other governmental charge required to be paid with respect to such transfer or exchange. All Authority Notes surrendered pursuant to the provisions of this section shall be cancelled by the Trustee and shall not be redelivered.

Section 2.07. Registration Books. The Trustee will keep at its Principal Office sufficient books for the registration of the ownership, transfer or exchange of the Authority Notes, which books shall be available for inspection by the Authority, each Supplemental Credit Enhancer

or each Credit Provider, as applicable, the Participants or any Owner or his agent duly authorized in writing at reasonable hours and under reasonable conditions during regular business hours upon reasonable prior notice; and upon presentation for such purpose the Trustee shall, under such reasonable regulations as it may prescribe, register the ownership, transfer or exchange of the Authority Notes in such books as hereinabove provided. The ownership of any Authority Notes may be proved by the books required to be kept by the Trustee pursuant to the provisions of this section.

Section 2.08. Temporary Authority Notes. The Authority Notes may be initially delivered in temporary form exchangeable for definitive Authority Notes of like Series when ready for delivery, which temporary Authority Notes shall be printed, lithographed or typewritten, shall be of such denominations as may be determined by the Authority, shall be in fully registered form and shall contain such reference to any of the provisions hereof as may be appropriate. Every temporary Authority Note shall be executed and delivered by the Authority and authenticated by the Trustee upon the same conditions and terms and in substantially the same manner as definitive Authority Notes. If the Authority executes and delivers and the Trustee authenticates temporary Authority Notes, it will prepare and authenticate definitive Authority Notes without delay, and in that case, upon demand of the Owner of any temporary Authority Notes, such definitive Authority Notes shall be exchanged without cost to such Owner for temporary Authority Notes at the Principal Office of the Trustee upon surrender of such temporary Authority Notes, and until so exchanged such temporary Authority Notes shall be entitled to the same benefit, protection and security hereunder as the definitive Authority Notes executed and delivered hereunder. All temporary Authority Notes surrendered pursuant to the provisions of this section shall be cancelled by the Trustee and shall not be redelivered.

Section 2.09. Authority Notes Mutilated, Destroyed, Lost or Stolen. If any Authority Note shall become mutilated, the Authority shall execute and deliver and the Trustee shall authenticate a new Authority Note of like tenor and Series in exchange and substitution for the Authority Note so mutilated, but only upon surrender to the Trustee of the Authority Note so mutilated, and every mutilated Authority Note so surrendered to the Trustee shall be cancelled by it. If any Authority Note shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Trustee, and if such evidence is satisfactory to the Trustee and indemnity satisfactory to the Trustee shall be given, the Trustee shall authenticate and deliver a new Authority Note of like tenor and Series and principal amount in lieu of and in substitution for the destroyed, lost or stolen Authority Note. The Trustee may require payment of a sum not exceeding the actual cost of preparing each new Authority Note authenticated and delivered by it under this section and of the expenses which may be incurred by it under this section. Any replacement Authority Note executed and delivered under the provisions of this section in lieu of and in substitution for any mutilated, destroyed, lost or stolen Authority Note shall be equally and proportionately entitled to the benefit, protection and security hereof with all other Authority Notes of the same Series executed and delivered hereunder; and the Trustee shall not be required to treat both the original Authority Note and any replacement Authority Note as being Outstanding for the purpose of determining the principal amount of Authority Notes which may be executed and delivered hereunder or for the purpose of determining any percentage of Authority Notes Outstanding hereunder, but both the original and the replacement Authority Note shall be treated as one and the same. Notwithstanding any other provisions of this section, rather than executing and delivering a new Authority Note for a mutilated, destroyed, lost or stolen Authority Note the

corresponding Principal Payment Date of which has occurred or is about to occur, the Trustee may make payment of the principal evidenced and represented by such mutilated, destroyed, lost or stolen Authority Note directly to the Owner thereof under such regulations as the Trustee may prescribe.

Section 2.10. Special Covenants as to Book-Entry Only System.

(a) Except as otherwise provided in subsections (b) and (c) of this Section 2.10, and except with respect to any Series of Authority Notes wholly owned by the applicable Supplemental Credit Enhancer or Credit Provider, which shall be registered in the name of the applicable Supplemental Credit Enhancer, or Credit Provider (or applicable nominee), as the case may be, each Series of Authority Notes initially executed and delivered hereunder shall be registered in the name of Cede & Co., as nominee for DTC, or such other nominee as DTC may request. Payment of the principal of and interest on each Authority Note registered in the name of Cede & Co. shall be made to the account, in the manner and at the address indicated in or pursuant to the Representation Letter delivered to DTC by the Authority.

(b) Each Series of Authority Notes issued hereunder shall be initially in the form of a single authenticated fully registered note for the full principal amount of such Series of Authority Notes. Upon initial execution of the respective Series of Authority Notes, the ownership of all such Authority Notes shall be registered in the registration records maintained by the Trustee pursuant to Section 2.07 in the name of Cede & Co., as nominee of DTC, or such other nominee as DTC may request. The Trustee, the Authority and the Participants may treat DTC (or its nominee) as the sole and exclusive Owner of the Authority Notes registered in its name for the purposes of payment of the principal of and interest on such Authority Notes, selecting any Authority Notes or portions thereof to be prepaid, giving any notice permitted or required to be given to an Owner under this Indenture, registering the transfer of Authority Notes, obtaining any consent or other action to be taken by the Owners and for all other purposes whatsoever; and neither the Trustee, the Authority nor the Participants shall be affected by any notice to the contrary. Neither the Trustee, the Authority nor the Participants shall have any responsibility or obligation to any Participant (which shall mean, for purposes of this Section 2.10, securities brokers and dealers, banks, trust companies, clearing corporations and other entities, some of whom directly or indirectly own DTC), any person claiming a beneficial ownership interest in the Authority Notes under or through DTC or any Participant, or any other person which is not shown on the registration records as being an Owner, with respect to (i) the accuracy of any records maintained by DTC or any Participant, (ii) the payment by DTC or any Participant of any amount in respect of the principal or interest represented by such Authority Notes, (iii) any notice which is permitted or required to be given to the Owners under this Indenture, (iv) the selection by DTC or any Participant of any person to receive payment in the event, if any, of a partial redemption of the Authority Notes, or (v) any consent given or other action taken by DTC as Owner. The Trustee shall pay all principal of and premium, if any, and interest on the applicable Series of Authority Notes only at the times, to the accounts, at the addresses and otherwise in accordance with the Representation Letter. Upon delivery by DTC to the Trustee of written notice to the effect that DTC has determined to substitute a new nominee in place of its then existing nominee, the applicable Series of Authority Notes will be transferable to such new nominee in accordance with subsection (f) of this Section 2.10.

(c) In the event that the Authority determines that it is in the best interests of the beneficial owners of the Authority Notes of any Series that they be able to obtain certificates, the Trustee shall, upon the written instruction of the Authority, so notify DTC, whereupon DTC shall notify the Participants of the availability through DTC of Authority Notes of such Series. In such event, the Authority Notes of such Series will be transferable in accordance with subsection (f) of this Section 2.10. DTC may determine to discontinue providing its services with respect to the Authority Notes of any Series at any time by giving written notice of such discontinuance to the Authority or the Trustee and discharging its responsibilities with respect thereto under applicable law. In such event, the Authority Notes of such Series will be transferable in accordance with subsection (f) of this Section 2.10. Whenever DTC requests the Authority or the Trustee to do so, and the Authority will cooperate with DTC in taking appropriate action after reasonable notice to arrange for another securities depository to maintain custody of all certificates evidencing the Authority Notes of such Series then Outstanding. In such event, the Authority Notes of such Series will be transferable to such securities depository in accordance with subsection (f) of this Section 2.10, and thereafter, all reference in this Indenture to DTC or its nominee shall be deemed to refer to such successor securities depository and its nominee, as appropriate.

(d) Notwithstanding any other provision of this Indenture to the contrary, so long as all Authority Notes of a Series Outstanding are registered in the name of any nominee of DTC, all payments with respect to the principal and interest represented by each such Series of Authority Notes and all notices with respect to each such Series of Authority Notes shall be made and given, respectively, to DTC as provided in the Representation Letter.

(e) The Authority shall have executed and delivered the Representation Letter and, in connection with any successor nominee for DTC and any successor depository, enter into comparable arrangements, and shall have the same rights with respect to its actions thereunder as it has with respect to its actions under this Indenture.

(f) In the event that any transfer or exchange of any Series of Authority Notes is authorized under subsection (b) or (c) of this Section 2.10 or required because a Series of Authority Notes are held wholly in the name of the corresponding Supplemental Credit Enhancer or Credit Provider, as applicable, such transfer or exchange shall be accomplished upon receipt by the Trustee from the Owner thereof of the Authority Notes of the Series to be transferred or exchanged and appropriate instruments of transfer to the permitted transferee, all in accordance with the applicable provisions of Section 2.06. In the event any Series of Authority Notes are issued to Owners other than Cede & Co., its successor as nominee for DTC as Owner of all such Series of Authority Notes, another securities depository as Owner of all such Series of Authority Notes, or the nominee of such successor securities depository, the provisions of Section 2.02, 2.03 and 2.06 shall also apply to, among other things, the registration, exchange and transfer of such Series of Authority Notes and the method of payment of principal of, premium, if any, and interest on such Series of Authority Notes.

Section 2.11. Registration of Authority Notes Held Wholly in the Name of a Supplemental Credit Enhancer or Credit Provider. (a) Each Series of Authority Notes held wholly in the name of the corresponding Supplemental Credit Enhancer or Credit Provider shall be transferred to, and registered in the name of, such Supplemental Credit Enhancer or Credit Provider, as the case may be, or to such person as such Supplemental Credit Enhancer or Credit

Provider may direct, unless such Supplemental Credit Enhancer or Credit Provider otherwise consents in writing. All such Series of Authority Notes shall be labeled by the Trustee as not transferable to any person other than the Authority, the Participants or such Supplemental Credit Enhancer or Credit Provider, as applicable.

(b) In the event a Supplemental Credit Enhancer or a Credit Provider sells or transfers the corresponding Series of Authority Notes described in this Section 2.11, such Supplemental Credit Enhancer or Credit Provider will be responsible for complying with all securities laws in connection with such sale or transfer and the Trustee shall not have any liability therefor.

Section 2.12. Issuance of Additional Authority Notes. The Authority may at any time issue a Series of Additional Authority Notes pursuant to a Supplemental Indenture, secured by and payable from an Additional Pool separate and distinct from all other Pools constituted hereunder and consisting of a Series of Additional District Notes that have not been assigned to any other Pool, secured by a pledge of and charge and lien upon such Additional Pool and the other security provided by Section 1.03(b) herein, which pledge, charge and lien shall be separate and distinct from any previously granted pledge, charge and lien securing any other Series of Outstanding Authority Notes theretofore issued hereunder, and subject to the following specific conditions, which are hereby made conditions precedent to the issuance of any such Series of Additional Authority Notes:

(a) The Authority shall be in compliance with all agreements and covenants contained herein.

(b) Each Participant that is seeking to issue a Series of Additional District Notes in connection with such Series of Additional Authority Notes and that has previously adopted a Participant Resolution and issued District Notes in connection with one or more prior Series of Outstanding Authority Notes, shall be in compliance with all agreements and covenants contained in each such Participant Resolution, shall not issue Additional District Notes unless such Additional District Notes are issued in compliance with Section 2(B) of such Participant Resolution, and shall not have issued any tax and revenue anticipation notes relating to the 2020-2021 fiscal year except (i) in connection with the Program under such Participant Resolution, or (ii) notes secured by a pledge of its unrestricted revenues that is subordinate in all respects to the pledge of unrestricted revenues under such Participant Resolution, and no Event of Default shall have occurred and be continuing with respect to any such outstanding previously issued notes or Series of District Notes.

(c) The aggregate principal amount of Authority Notes issued and at any time Outstanding hereunder shall not exceed any limit imposed by law, by this Indenture or by any Supplemental Indenture.

(d) Whenever the Authority shall determine to execute and deliver any Series of Additional Authority Notes pursuant to this Section 2.12, the Authority and the Trustee shall enter into a Supplemental Indenture providing for the issuance of such Series of Additional Authority Notes, specifying the maximum principal amount thereof and prescribing the terms and conditions thereof. The Supplemental Indenture shall prescribe the form or forms of such Series of Additional Authority Notes and shall provide for the distinctive designation, denominations, method of

numbering, dates, interest rates and places of payment of principal and interest. The Supplemental Indenture may contain any other provision authorized or not prohibited by this Indenture relating to such Series of Additional Authority Notes.

(e) Before such Series of Additional Authority Notes shall be issued, the Authority shall file or cause to be filed the following documents with the Trustee:

(1) An Opinion of Counsel to the effect that (A) such Additional Authority Notes constitute the valid and binding obligations of the Authority, (B) such Additional Authority Notes are special obligations of the Authority and are payable from interest and principal payments made by the applicable Participants on their respective corresponding District Notes, and (C) the applicable Supplemental Indenture has been duly executed and delivered by, and constitutes the valid and binding special obligation of, the Authority.

(2) A Certificate of the Authority and each Participant whose District Notes will secure such Series of Additional Authority Notes certifying as to the incumbency of its officers and stating that the requirements of this Section 2.12 have been met.

(3) A certified copy of the Participant Resolution and any supplemental Participant Resolution, if applicable, of each Participant that is seeking to issue a Series of Additional District Notes authorizing the issuance thereof.

(4) A certified copy of a resolution of the Authority authorizing the execution and delivery of the applicable Purchase Agreements with the participating Participants, the Supplemental Indenture, and any Additional Supplemental Credit Enhancement Agreement, Additional Credit Agreement, or Additional Investment Agreement, and authorizing the issuance of the Additional Authority Notes.

(5) An executed counterpart or duly authenticated copy of the applicable Purchase Agreement with each participating Participant, the Supplemental Indenture, and any Additional Supplemental Credit Enhancement Agreement, Additional Credit Agreement, or Additional Investment Agreement.

(6) A Confirmation of Pricing relating to such Series of Additional Authority Notes from each participating Participant.

(7) The executed Series of Additional District Notes and Additional Authority Notes from the issuers thereof.

Upon the delivery to the Trustee of the foregoing instruments and upon the Trustee's receipt of Certificates of each Participant and of the Authority stating that all applicable provisions of this Indenture have been complied with (so as to permit the issuance of the Series of Additional Authority Notes in accordance with the Supplemental Indenture then delivered to the Trustee), the Trustee shall authenticate and deliver said Additional Authority Notes, in the aggregate principal amount specified in such Supplemental Indenture, to, or upon the Request of, the Authority. Upon execution and delivery by the Authority and authentication by the Trustee, said Additional Authority Notes shall be valid and binding notwithstanding any defects in satisfying any of the foregoing requirements.

ARTICLE III

PROCEEDS OF AUTHORITY NOTES

Section 3.01. Delivery of Authority Notes. The Trustee is hereby authorized to authenticate and deliver the Series A Authority Notes to the Representative thereof pursuant to the Purchase Contract applicable to the Series A Authority Notes, upon receipt of a written Request of the Authority, the Series of District Notes comprising the Pool securing the Series A Authority Notes and the proceeds of sale of the Series A Authority Notes.

Section 3.02. Establishment of Funds and Accounts; Deposit of Authority Note Proceeds.

(a) The Trustee hereby agrees to establish and maintain hereunder, in trust, the following funds and accounts:

(1) the Costs of Issuance Fund, and therein:

(A) the Series A Costs of Issuance Account, and

(B) a separate Costs of Issuance Account for each Series of Additional Authority Notes,

(2) the Proceeds Fund, and therein:

(A) a separate Proceeds Account for each Series A District Note assigned to the Series A Pool, and

(B) a separate Proceeds Account for each Additional District Note assigned to each Additional Pool,

(3) the Authority Note Payment Fund, and therein:

(A) a separate Payment Account for each Series A District Note assigned to the Series A Pool, and

(B) a separate Payment Account for each Additional District Note assigned to each Additional Pool,

(4) the Pool Interest Fund, and therein:

(A) the Series A Interest Account, and

(B) a separate Interest Account for each Series of Additional Authority Notes,

(5) the Pool Principal Fund, and therein:

(A) the Series A Principal Account, and

(B) a separate Principal Account for each Series of Additional Authority Notes,
and

(6) the Escrow Fund, and therein:

(A) a separate Escrow Account for each Series A District Note assigned to the Series A Pool with an Estimated June Deferral Amount, and

(B) a separate Escrow Account for each Additional District Note assigned to each Additional Pool,

and

(7) if applicable, the Credit Fund, and therein:

(A) a separate Credit Account for each Series of Additional Authority Notes.

(b) The proceeds received from the sale of the Series A Authority Notes are to be deposited in the following funds in the following amounts:

Costs of Issuance Fund (Series A Costs of Issuance Account) \$ _____

Proceeds Fund (with deposits to Proceeds Accounts attributable to the Series A District Notes assigned to secure the Series A Authority Notes in the amounts set forth in Schedule II hereto) \$ _____

Escrow Fund (with deposits to Escrow Accounts attributable to the Series A District Notes assigned to secure the Series A Authority Notes in the amounts set forth in Schedule III hereto) \$ _____

Section 3.03. Use of Money in the Costs of Issuance Fund, Proceeds Fund, Payment Fund and Escrow Fund.

(a) (1) Costs of Issuance Fund. The moneys in each Cost of Issuance Account in the Costs of Issuance Fund shall be used and withdrawn by the Trustee, to pay the Costs of Issuance of the related Series of Authority Notes upon receipt of a Requisition in substantially the form attached hereto as Exhibit B submitted by the Authority or the Municipal Advisor. In the event the total of any Requisition exceeds the amount then on deposit in the Costs of Issuance Fund, the Trustee shall promptly notify the Authority of the shortfall, and await further instructions from the Authority

(2) On the earliest of [September 1, 2021], or on such earlier date upon Request of the Authority, amounts, if any, remaining in the Series A Costs of Issuance Account and not required

to pay identified Costs of Issuance for the Series A Authority Notes specified in writing by the Municipal Advisor to the Trustee, including any initial or additional fees or expenses of the Trustee, or any identified Predefault Obligations and Reimbursement Obligations attributable to the Series A Authority Notes, shall be transferred to the Authority Note Payment Fund and credited to the Payment Accounts therein attributable to the Series A District Notes assigned to secure the Series A Authority Notes, in proportion to the amounts initially deposited in the Series A Costs of Issuance Account from proceeds of the Series A Authority Notes attributable to each Participant, as set forth in a certificate of the Municipal Advisor submitted to the Trustee.

(3) On the date set forth in the applicable Supplemental Indenture relating to a Series of Additional Authority Notes, amounts, if any, remaining in the Costs of Issuance Account relating to such Series of Additional Authority Notes and not required to pay identified Costs of Issuance for such Series of Additional Authority Notes specified in writing by the Municipal Advisor to the Trustee, including any initial or additional fees or expenses of the applicable Additional Credit Provider or Additional Supplemental Credit Enhancer, or the Trustee, or any identified Predefault Obligations and Reimbursement Obligations attributable to such Series of Additional Authority Notes, shall be transferred to the Authority Note Payment Fund and credited to the Payment Accounts therein attributable to the corresponding Series of Additional District Notes assigned to secure such Series of Additional Authority Notes, in proportion to the amounts initially deposited in such Costs of Issuance Account from the proceeds of such Series of Additional Authority Notes attributable to each Participant, as set forth in a certificate of the Municipal Advisor submitted to the Trustee.

(b)(1) Proceeds Fund. All money in the Proceeds Fund shall be transferred by the Trustee at Closing as directed by the Authority. The Trustee shall establish an account in the Proceeds Fund for each Series of District Notes of each Participant assigned to a Pool (each a "Proceeds Account"). Funds in the Proceeds Fund shall be credited to the Proceeds Account attributable to the applicable Series of District Notes in amounts set forth in Schedule II hereto with respect to each of the Series A District Notes, and as subsequently set forth in the applicable Supplemental Indenture with respect to each Series of Additional District Notes.

(2) Moneys in each Proceeds Account shall be disbursed by the Trustee in the name of the Participant to the County Treasury Pool of the Participant that issued the related Series of District Notes at Closing or as soon as practical, pursuant to a Certificate of the Authority, and shall be used by the Participant for any purpose for which the Participant is authorized to use and expend moneys loaned to it by the Authority under the CSFA Act.

(c) Authority Note Payment Fund. The Trustee shall transfer from each Payment Account attributable to a Series of District Notes of a Participant to the corresponding Authority Note Payment Fund attributable to such Series of District Notes of such Participant, taking into consideration investment earnings (as set forth in a Certificate from the Municipal Advisor to the Trustee) anticipated to be received by the principal and/or interest payment date applicable to such respective Series of District Notes:

(1) on the tenth Business Day of each Repayment Period designated on the face of such Series of District Notes of such Participant (or, with respect to a Series of Additional District Notes, such other day as set forth in the Supplemental Indenture applicable to the corresponding

Series of Additional Authority Notes), up to, but excluding, the last Repayment Period, amounts which are equal to the percentages of the principal and interest due to be paid in each such Repayment Period with respect to such Participant's respective Series of District Notes as designated on the face of such respective Series of District Notes, and

(2) on the tenth Business Day of the last Repayment Period applicable to such Series of District Notes of such Participant (or, with respect to a Series of Additional District Notes, such other day as set forth in the Supplemental Indenture applicable to the corresponding Series of Additional Authority Notes), or, if only one Repayment Period is applicable to such Series of District Notes, on the tenth Business Day of such Repayment Period (or, with respect to a Series of Additional District Notes, such other day as set forth in the Supplemental Indenture applicable to the corresponding Series of Additional Authority Notes), an amount equal to the lesser of (i) the principal of and interest on such Series of District Notes, less any amounts transferred to such Payment Account from excess amounts in the Costs of Issuance Account of the related Series of Authority Notes pursuant to Section 3.03(a) hereof, and less (without duplication) any amounts then on deposit in such Payment Account for payment of such Series of District Notes, and (ii) the total amount, if any, remaining in the corresponding Escrow Account attributable to such Series of District Notes of such Participant.

If on the tenth Business Day of the first (or single) Repayment Period applicable to such Series of District Notes of such Participant (or, with respect to a Series of Additional District Notes, such other day as set forth in the Supplemental Indenture applicable to the corresponding Series of Additional Authority Notes), the amount in the related Payment Account is less than the aggregate amount required to be transferred pursuant to clause (1) above, the Trustee shall transfer the amount [next received from the State Controller on behalf of the Participant] equal to the shortfall to the corresponding Payment Account in the Authority Note Payment Fund on such day of receipt.]

(3) Payments made by or on behalf of each Participant with respect to a Series of its District Notes prior to the tenth Business Day of any Repayment Period (as defined in such Participant's Resolution and indicated on the face of each such Participant's Series of District Notes) for such Series of District Notes shall be credited to the Payment Account related to such Series of District Notes, provided, however, with respect to a Participant that has issued more than one Series of District Notes, that payments made with respect to a Series of District Notes prior to the last day of the first Repayment Period of such Series of District Notes, shall, to the extent of any deficiency with respect to payments due on any other Series of District Notes of such Participant in any Repayment Period applicable to such other Series of District Notes, be applied to such deficiency and deposited in the Payment Account(s) attributable to such other Series of District Notes of such Participant in accordance with the priority provisions set forth in subsection 11(B) or 11(G), as applicable, of such Participant's Resolution. Amounts deposited in the Payment Account shall not be available for disbursement to such Participant, except as provided in Section 5.01 (k).

Except as expressly provided herein, neither the Authority nor the Trustee shall have any obligation or liability to the Beneficial Owners of the Authority Notes with respect to payment of principal of or interest on the District Notes or the observance or performance by any Participant

of any obligations or agreements or the exercise of any rights under the respective Participant Resolutions.

(d) Escrow Fund. All moneys in the Escrow Fund shall be deposited by the Trustee at Closing as directed by the Authority. The Trustee shall establish an account in the Escrow Fund for each Series of District Notes of each Participant assigned to a Pool with an Estimated June Deferral Amount (each an “Escrow Account”). The portion of District Note Proceeds reflecting the Estimated June Deferral Amounts for such Participant will be sequestered into an Escrow Account held by the Trustee in the name of each Participant. Funds in the Escrow Fund shall be credited to the Escrow Accounts attributable to the applicable Series of District Notes in amounts set forth in Schedule III hereto reflecting the Estimated June Deferral Amounts with respect to each such Series A District Note, and as subsequently set forth in the applicable Supplemental Indenture with respect to each Series of Additional District Notes.

The amounts on deposit in the Escrow Fund shall be [invested by the Trustee in Permitted Investments] until the Escrow Release Date. Prior to the Escrow Release Date, the Authority will provide the Trustee with instructions indicating the Released Escrow Amounts for each Escrow Account. On the Escrow Release Date, the Trustee shall transfer in the name of the Participant for deposit in its County Treasury Pool the applicable Released Escrow Amount. The amount remaining in each Escrow Account following the Escrow Release Date, if any, shall be transferred by the Trustee to that Participant’s Payment Account first, as a credit towards the payment on each Series of District Notes and, second, for payment of corresponding Predefault Obligations and Reimbursement Obligations of or allocable to such Participant, and, third, shall be returned to such Participant after the last day of the last Repayment Period applicable to such Series of District Notes.

In addition, with respect to a Participant that has issued several Series of District Notes, the Trustee shall not disburse any moneys from any Escrow Accounts related to such Participant if it has received written notice or actual knowledge that an Event of Default has occurred and is continuing under any Participant Resolution or supplemental Participant Resolution, if any, of such Participant.

ARTICLE IV

TRUSTEE’S DUTIES REGARDING DISTRICT NOTES

Section 4.01. Authenticating Agent. The Trustee shall be the authenticating agent for the Participants in connection with the issuance of each Series of District Notes under each Participant Resolution.

Section 4.02. Registrar and Paying Agent. The Trustee shall be the registrar and paying agent for each Series of the District Notes. As long as any Series of District Notes is outstanding under the applicable Participant Resolution, the issuing Participant shall maintain and keep an office or agency at the Principal Office of the Trustee for making Debt Service Payments on the corresponding Series of District Notes and for the registration and transfer of such Series of District Notes.

Section 4.03. Cancellation of Paid District Notes. Each Series of District Notes, when paid in full (including by reimbursement to the applicable Supplemental Credit Enhancer or Credit Provider, as applicable, as provided in Section 6.01), shall be cancelled by the Trustee; provided, however, that each Series of District Notes shall be deemed outstanding and shall not be cancelled by the Trustee until (i) the Owners of the corresponding Series of Authority Notes have been paid in full with respect to such Series of District Notes, and (ii) the Supplemental Credit Enhancer or Credit Provider, as applicable, has been reimbursed for the drawings or payments made under the Supplemental Credit Enhancement or Credit Instrument, as applicable, related to such Series of District Notes and all Predefault Obligations and Reimbursement Obligations due and owing such Supplemental Credit Enhancer or Credit Provider, as applicable, related to such Series of District Notes have been paid.

ARTICLE V

DISTRICT NOTE PAYMENTS AND INTERCEPT

Section 5.01. Assignment of District Notes and Intercept. (a) Each Series of District Notes, when issued, shall be identified with a Pool, and, subject to the provisions of this Indenture permitting the application thereof for or to the purposes and on the terms and conditions set forth in this Indenture, including the provisions of Section 5.01(c) hereof, (i) all right, title and interest of the Authority therein and to all payments thereon, are hereby irrevocably assigned and pledged and transferred to the Trustee for the benefit of the Owners of the corresponding Series of Authority Notes and the corresponding Supplemental Credit Enhancer or Credit Provider, as applicable, (ii) the payments on each such Series of District Notes shall be used for the punctual payment of the interest on and principal of the corresponding Series of Authority Notes or the reimbursement of drawings under or payments made pursuant to or from the corresponding Supplemental Credit Enhancement or, Credit Instrument, as applicable, and (iii) each such Series of District Notes shall not be used for any other purpose (including the payment of Authority Notes of a different Series or reimbursements to the Supplemental Credit Enhancer or Credit Provider, as applicable, relating to a different Series of Authority Notes) so long as any of the corresponding Series of Authority Notes remain Outstanding.

(b) Subject to Section 5.01(c) hereof, all payments on a Series of District Notes assigned to a particular Pool shall be applied to payment of the interest on and principal of the corresponding Series of Authority Notes (including reimbursement of the corresponding Supplemental Credit Enhancer or Credit Provider, as applicable).

(c) Notwithstanding any other provisions of this Indenture, with regard to a Participant that has issued more than one Series of District Notes, to the extent, on any Interest Payment Date or Principal Payment Date, there is a deficiency with respect to any Series of District Notes of such Participant and to the extent any payment on any Series of District Notes of such Participant is being made from moneys other than the proceeds of a Series of District Notes, the Trustee shall apportion all such payments received from such Participant relating to all of its District Notes in accordance with the priority provisions set forth in Section 11(G) of such Participant's Resolution, and the Trustee shall apply such apportioned payments according to the preceding paragraph with respect to each such Series of District Notes. Moneys in the Payment Account attributed to a Series of District Notes of one Participant shall not be used in any manner (directly or indirectly) to make

up any deficiency in the Payment Account attributed to a Series of District Notes of another Participant.

(d) As security for the payment of the principal of and interest on all Series of District Notes issued under the applicable Participant Resolution, subject to the payment priority provisions set forth therein, each Participant has pledged the Pledged Revenues in an amount equal to the percentages of the principal and interest due with respect to its Series of District Notes at maturity for the corresponding Repayment Periods specified in its Confirmation of Pricing. Subject to Section 5.01(c) hereof, and to the extent permitted by law, the assignment, transfer and pledge effected by this section shall constitute a lien on and security interest in the Debt Service Payments of and all other rights under the District Notes of each Series, including the Pledged Revenues and any other amounts deposited in the respective Payment Accounts as provided in the related Participant Resolutions, for the foregoing purpose in accordance with Section 1.03 and the terms hereof and shall attach, be perfected and be valid and binding from and after delivery to the Authority of the District Notes of each Series and as applicable, without any physical delivery thereof, notice, filing or further act. Each Participant has approved, and the Trustee hereby accepts, such assignment of the District Notes of each Series, as and when issued.

(e) In order to effect, in part, the pledge provided for in subsection (d) of this Section, each Participant pursuant to its Participant Resolution has agreed to the establishment and maintenance of its Payment Account for each Series of District Notes issued thereunder, and the Trustee was appointed as the responsible agent to maintain such fund until the payment of the principal of the corresponding Series of District Notes and the interest thereon. Pursuant to its Participant Resolution, each Participant has covenanted and agreed to cause to be deposited directly in its applicable Payment Account in each Repayment Period from (i) the [Pledged Revenues]/[Funds Subject to Intercept], as further described in clause (f) below and (ii) at the Participant's option, Unrestricted Revenues (as defined in the Participant Resolution) during any Repayment Period, taking into consideration anticipated investment earnings thereon to be received by the Maturity Date applicable to the respective Series of District Notes [(as set forth in a certificate from the Municipal Advisor to the Trustee)], an amount equal to the percentages of the principal of and interest due with respect to such Series of District Notes at maturity specified in the Confirmation of Pricing applicable to such Series of District Notes. Any moneys placed in the Payment Account attributed to a Series of District Notes shall be for the benefit of the owners of the corresponding Series of Authority Notes. The moneys in the Payment Account attributed to the Series of District Notes shall be applied only for the purposes for which the Payment Account was created until the principal of such Series of District Notes and all interest thereon are paid or until provision has been made for the payment of the principal of such Series of District Notes at maturity of such Series of District Notes with interest to maturity (in accordance with the requirements for defeasance of the corresponding Series of Authority Notes, as set forth in Article XI of this Indenture). If any Participant fails to make the required deposits (or the State Controller deposits are not made on any Participant's behalf), the Trustee shall as soon as practical (but in any event within three Business Days) notify the Authority, such Participant and the applicable Credit Provider and Supplemental Credit Enhancer, as applicable, of such failure.

(f) Pursuant to its Participant Resolution, each Participant has elected to participate in the intercept by the State Controller of moneys designated for apportionment to the Participant attributable to Fiscal Year 2020-21 to pay the Participant's Series of District Notes. In accordance

with the requirements set forth in Section 17199.4 of the California Education Code and to effect the pledge contained in its Participant Resolution, each Participant has authorized and instructed the State Controller to intercept Pledged Revenues from moneys designated for apportionment to the Participant for Fiscal Year 2020-21, and to transfer such amounts to the Trustee for deposit into its Payment Account with a designation to the Trustee of the amounts to be credited for that Participant. Upon such deposit, such funds will be invested by the Trustee in such Permitted Investments as directed by the Authority and will not be available to the Participants.

(g) The Trustee shall transmit or cause to be transmitted a monthly statement on a per-Participant basis of all transactions and investments made by or through the Authority and all amounts on deposit with the Authority hereunder, including, in the event that sufficient Pledged Revenues have not been timely deposited in a Participant's Payment Account in accordance with its Participant Note Resolution, written confirmation of such event, to the Authority.

(h) All Pledged Revenues, including Debt Service Payments, with respect to each Series of District Notes received by the Trustee shall be held in trust by the Trustee under the terms hereof and shall be deposited by it, as and when received, in the applicable Payment Account attributed to the corresponding Series of District Notes in the Authority Note Payment Fund (except as otherwise provided in Section 5.01(c)), which fund the Trustee hereby agrees to maintain so long as any Authority Notes are Outstanding, and all money in such account shall be held in trust by the Trustee for the benefit and security of the Owners of the related Series of Authority Notes and each related Supplemental Credit Enhancer or Credit Provider, as applicable, to the extent provided in Section 1.03 and generally herein.

(i) In the event that there have been insufficient Pledged Revenues received by or attributed to a Participant by the [tenth Business Day] prior to any Interest Payment Date (if different from the Maturity Date) and on the Maturity Date of a Series of District Notes to permit the deposit into such Participant's Payment Account of the full amount of the Pledged Revenues required to be deposited with respect to such date, the Participant has authorized the Authority, on its behalf, to direct the State Controller [or for non-State credit Participants, the County Treasurer] to collect the amount of any deficiency and deposit such amount in its Payment Account in such amount as may be directed by the Participant or the Authority on behalf of the Participant, [from any other unrestricted moneys of the Participant accruing from the fiscal year 2020-21 and lawfully available for the payment of the principal of the Series of District Notes and the interest thereon on such Interest Payment Date (if different from the Maturity Date) and on the Maturity Date of a Series of District Notes or thereafter on a daily basis, when and as such Pledged Revenues [and unrestricted moneys] are received by or on behalf of the Participant and will deposit said moneys with the Trustee for deposit directly in its Payment Account.

(j) Notwithstanding anything contained herein to the contrary, if the amount on deposit in a Participant's Payment Account attributable to a Series of its District Notes is in excess of the amounts required to pay the principal of and interest due with respect to such Participant's Series of District Notes on the Principal Payment Date applicable to such Series of District Notes, such excess amounts shall remain in such Payment Account and shall be transferred to such Participant following (i) payment of the principal of and interest on the Series of Authority Notes corresponding to such Series of District Notes, (ii) reimbursement of the corresponding Supplemental Credit Enhancer or Credit Provider as applicable, for drawings, payments or claims,

if any, pursuant to such Supplemental Credit Enhancement or Credit Instrument of any Reimbursement Obligations and Predefault Obligations corresponding to such Series of District Notes applicable to such Participant, and (iii) to the extent that such excess amounts do not constitute proceeds of such Series of District Notes, payment of any amounts due with respect to any other Series of District Notes of the Participant (including any reimbursement obligations to any corresponding Supplemental Credit Enhancer or Credit Provider, as applicable) in accordance with the priority provisions set forth in Sections 11(D), 11(G) and 20 of such Participant's Resolution, and as otherwise set forth therein.

Section 5.02. Transfer of Money from the Authority Note Payment Fund. The Trustee shall, after the Trustee has made any required apportionments required by Section 5.01(c) hereof, transfer amounts from the money contained in the applicable Payment Accounts in the Authority Note Payment Fund and attributed to all Series of District Notes assigned to the related Series of Authority Notes at the following respective times to the following respective funds and accounts in the manner hereinafter provided, and the money in each of such funds and accounts shall be disbursed only for the purposes and uses hereinafter authorized (subject to Article VI):

(a) Interest Accounts in the Pool Interest Fund Relating to Series of Authority Notes. The Trustee, on each Interest Payment Date, shall transfer from the applicable Payment Accounts to the applicable Interest Account, that amount of money representing the interest becoming due and payable on the related Series of Authority Notes on such Interest Payment Date. All money in each Interest Account shall be used and withdrawn by the Trustee solely for the purpose of paying the interest on the related Series of Authority Notes on their respective Interest Payment Dates.

(b) Pool Principal Accounts in the Pool Principal Fund Relating to Series of Authority Notes. The Trustee, on each Principal Payment Date, shall, after having made any transfers required to be made pursuant to subsection (a) above, transfer from the applicable Payment Accounts to the applicable Principal Account, that amount of money representing the principal becoming due and payable on the related Series of Authority Notes on such Principal Payment Date. All moneys in each Principal Account shall be used and withdrawn by the Trustee solely for the purpose of paying the principal of the related Series of Authority Notes on their respective Principal Payment Dates.

Section 5.03. Investments. Any money held by the Trustee in each Payment Account attributable to the Series A Authority Notes and each Proceeds Account attributable to the Series A Authority Notes shall, to the fullest extent practicable, be invested under the Series A Investment Agreement, if any, and otherwise may be invested (and, upon the Request or Requisition of any Participant, shall be invested with respect to its corresponding Payment Account or Proceeds Account, as directed by such Participant) by the Trustee in Permitted Investments which will mature on or before the dates on which such money is anticipated to be needed for disbursement hereunder. To the extent the Trustee has not received any instruction with respect to the investment of funds in a Payment Account attributable to the Series A Authority Notes or a Proceeds Account attributable to the Series A Authority Notes, such amounts shall be invested by the Trustee in a money market fund offered by the Trustee or any of its affiliates meeting the requirements set forth in clause (4) of the definition of Permitted Investments herein. The amounts held in the several Payment Accounts and Proceeds Accounts will be accounted for separately for the respective Participants. Any money held by the Trustee in the Authority Note

Payment Fund attributable to a Series of Additional Authority Notes and in Proceeds Accounts attributable to a Series of Additional Authority Notes shall be invested as directed in the Supplemental Indenture pursuant to which such Series of Additional Authority Notes is issued. The Trustee may act as principal or agent in the acquisition or disposition of any such deposit or investment and may at its sole discretion, for the purpose of any such deposit or investment, commingle any of the money held by it hereunder except with respect to the accounts in the Authority Note Payment Fund and Proceeds Fund attributable to a Series of Additional Authority Notes (which may be commingled with respect to each other, but not with respect to the accounts in such funds attributable to other Series of Authority Notes), the Credit Fund or the Rebate Fund (and any accounts therein, established pursuant to Section 7.10 hereof). The Trustee shall not be liable or responsible for any loss suffered in connection with any such deposit or investment made by it under the terms of and in accordance with this section. The Trustee may present for redemption or sell any such deposit or investment whenever it shall be necessary in order to provide money to meet any payment of the money so deposited or invested, and the Trustee shall not be liable or responsible for any losses resulting from any such deposit or investment presented for redemption or sold. Any interest or profits on such deposits and investments received by the Trustee shall be credited to the fund or account from which such investment was made.

Moneys held by the Trustee in the Costs of Issuance Fund, Pool Interest Fund and Pool Principal Fund, and in the respective accounts therein, shall be invested in Permitted Investments as directed by the Authority. The Trustee shall have no duty to determine whether any investment made hereunder is a lawful investment under the laws of the State of California.

Moneys in the Credit Fund shall be invested as specified in Section 6.01.

Moneys in the Rebate Fund shall be invested as specified in Section 7.10.

The Authority acknowledges that to the extent regulations of the Comptroller of the Currency or other applicable regulatory entity grant the Authority the right to receive brokerage confirmations of security transactions as they occur, the Authority specifically waives receipt of such confirmations to the extent permitted by law. The Trustee will furnish the Authority periodic cash transaction statements which shall include detail for all investment transactions made by the Trustee hereunder as requested by the Authority.

The Trustee or any of its affiliates may act as agent, sponsor or advisor in connection with any investment made by the Trustee hereunder.

ARTICLE VI

CREDIT INSTRUMENTS AND SUPPLEMENTAL CREDIT ENHANCEMENTS

Section 6.01. Provisions Applicable to a Letter of Credit or Policy of Insurance as Supplemental Credit Enhancement or Credit Instrument.

(a) The other provisions of this Article VI notwithstanding, the Trustee shall draw upon or request payment under each Credit Instrument and/or Supplemental Credit Enhancement by the times required therein and in any Supplemental Indenture and in accordance with the terms thereof and any Supplemental Indenture, and in sufficient amounts, to make timely payment of the

interest on and principal of the corresponding Series of Authority Notes on each Interest Payment Date and the Principal Payment Date applicable to such Series of Authority Notes. Moneys drawn under or paid pursuant to a Credit Instrument and/or Supplemental Credit Enhancement shall be deposited in the Credit Account attributable to the corresponding Series of Authority Notes in the Credit Fund.

(b) Except as otherwise explicitly provided in the corresponding Supplemental Credit Enhancement or Credit Instrument (and subject to paragraph (e) of this section), each Authority Note of the corresponding Series shall be paid (i) on any Interest Payment Date that is not the Principal Payment Date, first from all available moneys to be deposited in the related Interest Account in the Pool Interest Fund corresponding to such Series of Authority Notes and, to the extent of any deficiency therein, second, from moneys drawn under or paid pursuant to the corresponding Credit Instrument and/or Supplemental Credit Enhancement up to the respective maximum amounts thereof, and (ii) on the Principal Payment Date, first from all available moneys to be deposited in the related Interest Account in the Pool Interest Fund and the related Principal Account in the Pool Principal Fund and, to the extent of any deficiency therein, second, from moneys drawn under or paid pursuant to the applicable Credit Instrument and/or Supplemental Credit Enhancement up to the respective maximum amounts thereof.

(c) To the extent the maximum amount of the corresponding Supplemental Credit Enhancement and/or, if applicable, the corresponding Credit Instrument is insufficient therefor, moneys drawn thereunder and/or paid therefrom shall be used to pay the corresponding Series of Authority Notes pro rata, and shall be allocated to each Series of District Notes assigned to the Pool securing such Series of Authority Notes pro rata in accordance with the unpaid principal thereof and interest thereon, and shall be applied to pay, and allocated first to interest and then to principal.

(d) Pending application, moneys drawn under or paid pursuant to Supplemental Credit Enhancement and/or a Credit Instrument shall be deposited in the Credit Account for such Series of Authority Notes in a special fund designated the "Credit Fund," which shall be maintained by the Trustee and held in trust apart from all other moneys and securities held under this Indenture or otherwise, and over which the Trustee shall have the exclusive and sole right of withdrawal for the exclusive benefit of the Owners of the corresponding Series of Authority Notes. Moneys in each Credit Account of the Credit Fund shall be held in cash or invested in Permitted Investments described in clause (1) of the definition thereof in Section 1.01 hereof which mature not later than the date on which it is estimated that such moneys will be required to pay the corresponding Series of Authority Notes (but in any event maturing in not more than thirty (30) days) and shall not be applied to satisfy any costs, expenses or liabilities of the Trustee.

(e) Notwithstanding anything to the contrary contained in this section or this article, if (i) the amount available under a Supplemental Credit Enhancement or Credit Instrument is equal to 100% of the principal of and all interest on the related Series of Authority Notes, (ii) the Supplemental Credit Enhancer or Credit Provider honors a drawing or payment request made pursuant to this section on such Supplemental Credit Enhancement or Credit Instrument to pay such principal and interest on the Business Day prior to an Interest Payment Date or resulting from a deficiency in the payment of principal and/or interest on a District Note or District Notes assigned to the Pool securing the corresponding Series of Authority Notes in order to pay principal of and/or

interest due on such Series of Authority Notes on such date, and (ii) the corresponding Supplemental Credit Enhancement or Credit Instrument expressly so provides, then moneys so drawn or paid on such Supplemental Credit Enhancement or Credit Instrument shall be credited to the Credit Account for the corresponding Series of Authority Notes in the Credit Fund and applied to the payment of principal of and/or interest on such Series of Authority Notes as provided in this section, except that, moneys, if any, on deposit in the related Payment Accounts in the Authority Note Payment Fund corresponding to such Series of Authority Notes that would have been applied to pay such principal and/or interest absent this section and such drawing or payment on such Credit Instrument or Supplemental Credit Enhancement shall be applied by the Trustee to reimburse such Supplemental Credit Enhancer or Credit Provider by wire transfer as soon as possible and, in any such case, prior to 1:00 p.m., California time, on the day such drawing or payment request is honored, in the amount of such payment or disbursement by the Supplemental Credit Enhancer or Credit Provider honoring such drawing or payment request. Subject to the provisions of Section 7.10 hereof, any moneys at any time on deposit in a Participant's applicable Payment Account in the Authority Note Payment Fund in excess of the amounts required to be deposited therein on the Interest Payment Date pursuant to Section 5.02 shall be applied by the Trustee to the payment of any of such Participant's Predefault Obligations specified by such Supplemental Credit Enhancer or Credit Provider in writing to the Trustee. Any amounts on deposit in the applicable Credit Account in the Credit Fund derived from a draw under or payment pursuant to a Credit Instrument or Supplemental Credit Enhancement and remaining following the Maturity Date applicable to the related Series of District Notes shall be promptly remitted by the Trustee to the applicable Credit Provider or Supplemental Credit Enhancer, as the case may be.

(f) In the event of default by any Participant in the payment of any of the principal of and/or interest on a Series of District Notes of such Participant on any Interest Payment Date or Principal Payment Date, upon payment by the corresponding Supplemental Credit Enhancer or Credit Provider of a drawing or payment request under the corresponding Supplemental Credit Enhancement or Credit Instrument with respect to the payment of such principal and/or interest, such Supplemental Credit Enhancer or Credit Provider, as applicable, shall succeed and be subrogated to the rights of the Owners of the Series of Authority Notes (or the portions thereof) paid with the proceeds of such drawing or payment under such Supplemental Credit Enhancement or Credit Instrument. Any Series of District Notes described in the preceding sentence shall, on such Interest Payment Date or Principal Payment Date, be a Defaulted District Note and the unpaid portion thereof shall be deemed outstanding and shall not be deemed paid until the conditions for cancellation of such Series of District Notes, as set forth in Section 4.03, are satisfied.

(g) The interest on the unpaid portion of a Defaulted District Note shall be payable at the Default Rate; provided that, no interest shall accrue on a Defaulted District Note or unpaid Series of District Notes which is paid with a drawing on or payment pursuant to a Supplemental Credit Enhancement or Credit Instrument, as applicable, to the extent such Defaulted District Notes or unpaid Series of District Notes is paid (and reimbursement is made to the Supplemental Credit Enhancer or Credit Provider, as applicable, with respect to the drawing on or payment pursuant to such Supplemental Credit Enhancement or Credit Instrument, as applicable), by 1:00 p.m., California time, on the date of such draw or payment.

(h) In the event the Supplemental Credit Enhancer does not honor a draw under the corresponding Supplemental Credit Enhancement in whole or in part, the corresponding Credit

Provider shall succeed and be subrogated to the rights of such Supplemental Credit Enhancer with respect to and to the extent that the Credit Provider has made payment under the corresponding Credit Instrument due to such deficiency and all references to the Supplemental Credit Enhancer in the preceding paragraphs, and in Section 2.11, 4.03 and 5.01 shall be deemed to apply to such Credit Provider to the extent of the payment made under such Credit Instrument due to the deficiency in the payment of the draw under such Supplemental Credit Enhancement.

Section 6.02. Credit Instrument and Supplemental Credit Enhancement. The Trustee shall hold and maintain each such Credit Instrument and Supplemental Credit Enhancement, if any, for the benefit of the Owners of the respective Series of Authority Notes until each corresponding Credit Instrument and Supplemental Credit Enhancement terminates in accordance with its terms. The Trustee shall, subject to the provisions of this Indenture, diligently enforce all terms, covenants and conditions of each such Credit Instrument and corresponding Supplemental Credit Enhancement, if applicable, including payment when due of any draws on or claims under the applicable Credit Instrument and Supplemental Credit Enhancement, as applicable, and will not consent to or agree to or permit any amendments or modifications thereof which would materially adversely affect the rights or security of the Owners of the corresponding Series of Authority Notes.

In the event of a default by a Supplemental Credit Enhancer with respect to a draw or payment request under the corresponding Supplemental Credit Enhancement, the Authority's and the Trustee's rights to enforce any rights thereunder shall be assigned to the corresponding Credit Provider. If at any time during the term of any Credit Instrument or Supplemental Credit Enhancement, if applicable, a successor Trustee shall be appointed and qualified under this Indenture, the resigning or removed Trustee shall request that the applicable Credit Provider and Supplemental Credit Enhancer, if any, transfer each such applicable Credit Instrument and Supplemental Credit Enhancement, respectively, to the successor Trustee pursuant to the applicable provision set forth in the respective Credit Agreement or the respective Supplemental Credit Enhancement Agreement and Section 9.02 hereof. If the resigning or removed Trustee fails to make this request, the successor Trustee shall do so before accepting appointment.

ARTICLE VII

COVENANTS

Section 7.01. Compliance with Indenture. The Trustee will not authenticate or deliver any Authority Notes in any manner other than in accordance with the provisions hereof and, if applicable, a Supplemental Indenture; and the Authority will not suffer or permit any default to occur hereunder, but will faithfully observe and perform all the agreements, conditions, covenants and terms contained herein required to be observed and performed by it.

Section 7.02. Amendment of District Notes. The Authority and the Trustee will not amend or permit the amendment of any Series of the District Notes without the prior written consent of the corresponding Credit Provider, if any, or the corresponding Supplemental Credit Enhancer, if any, and without (a) (1) a determination that such amendment does not materially adversely affect the interest of the Owners of the corresponding Series of Authority Notes, or (2) the written consents of the Owners of a majority in aggregate principal amount of the

corresponding Series of Authority Notes then Outstanding, and (b) to the extent any Series of the District Notes will be allocated by the Authority to a Tax-Exempt Series of Authority Notes, an Opinion of Counsel to the effect that such amendment will not cause interest on the corresponding Series of Authority Notes to be includable in gross income for federal income tax purposes; provided that no such amendment shall reduce the rate of interest or amount of principal or extend the time of payment thereof with respect to any Series of District Notes.

In addition to the foregoing, (a) if such Series of District Notes is the second or subsequent Series of District Notes of a Participant and all obligations pertaining to all prior Series of District Notes have not been discharged, the Authority and the Trustee will not amend or permit the amendment of such subsequent Series of District Notes without the prior written consent of the Credit Provider(s), if any, and the Supplemental Credit Enhancer(s), if any, relating to such prior Series of District Notes, and without (i) (A) a determination that such amendment does not materially adversely affect the interest of the Authority Note Owners of the related prior Series of Authority Notes, or (B) the written consents of the Authority Note Owners of the related prior Series of Authority Notes of a majority in aggregate principal amount of each such prior Series of Authority Notes then Outstanding, and (ii) to the extent any Series of the District Notes will be allocated by the Authority to a Tax-Exempt Series of Authority Notes, an opinion of Counsel to the effect that such amendment will not cause interest on each such prior Series of Authority Notes to be includable in gross income for federal income tax purposes, and (b) if such Series of District Notes is the first Series issued by a Participant, and one or more subsequent Series of District Notes has been issued, the Authority and the Trustee will not amend or permit the amendment of the first Series of District Notes without the prior written consent of each Credit Provider (if applicable) or each Supplemental Credit Enhancer (if applicable) relating to such subsequent Series of District Notes, and without (i) (A) a determination that such amendment does not materially adversely affect the interests of the Authority Note Owners of each such subsequent Series of Authority Notes, or (B) the written consents of the Authority Note Owners of a majority in aggregate principal amount of each such related subsequent Series of Authority Notes then Outstanding, and (ii) to the extent any Series of the District Notes will be allocated by the Authority to a Tax-Exempt Series of Authority Notes, an Opinion of Counsel to the effect that such amendment will not cause interest on each such related subsequent Series of Authority Notes to be includable in gross income for federal income tax purposes.

Section 7.03. Observance of Laws and Regulations. The Authority will faithfully observe and perform all lawful and valid obligations or regulations now or hereafter imposed on it by contract, or prescribed by any, state or national law, or by any officer, board or commission having jurisdiction or control, as a condition of the continued enjoyment of each and every franchise, right or privilege now owned or hereafter acquired by it, including its right to exist and carry on its business, to the extent that such observance or performance is material to the transactions contemplated hereby.

Section 7.04. Tax Covenants. (a) The Authority covenants that it shall not take any action, or fail to take any action, if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on the Authority Tax-Exempt Notes for federal income tax purposes. Without limiting the generality of the foregoing, the Authority covenants that it will comply with the requirements of each Tax Certificate prepared by Note Counsel and executed by the Authority with respect to each separate “issue” of Tax-Exempt Notes

(each, a “Tax Certificate”), each of which is incorporated herein as if fully set forth herein. This covenant shall survive payment in full or defeasance of each Series of Authority Notes.

(b) In the event that at any time the Authority is of the opinion that for purposes of this Section 7.04 it is necessary or helpful to restrict or limit the yield on the investment of any moneys held by the Trustee under this Indenture, the Authority shall so instruct the Trustee under this Indenture in writing, and the Trustee shall act in accordance with such instructions. In addition, the Authority shall pay arbitrage rebate owed to the United States pursuant to Section 7.10 hereof and the applicable Tax Certificate.

(c) Notwithstanding any provisions of this section, if the Authority shall provide to the Trustee an Opinion of Counsel of recognized standing in the field of law relating to municipal bonds that any specified action required under this section is no longer required or that some further or different action is required to maintain the exclusion from federal income tax of interest on the Authority Tax-Exempt Notes or any Series of Authority Tax-Exempt Notes, the Trustee may conclusively rely on such opinion in complying with the requirements of this Section 7.04 and of the applicable Tax Certificate, and the covenants hereunder shall be deemed to be modified to that extent. The Trustee makes no covenant, representation or warranty concerning the current or future tax status of interest on the Authority Tax-Exempt Notes.

Section 7.05. Liens. So long as any Authority Notes are Outstanding, or any Pre-default Obligation or Reimbursement Obligation is outstanding, the Authority will not create or suffer to be created any pledge of or lien on the District Notes other than the pledge and lien hereof.

Section 7.06. Accounting Records and Statements. The Trustee shall keep proper books of record and account in accordance with corporate trust industry standards in which complete and correct entries shall be made of all transactions relating to the receipt, investment, disbursement, allocation and application of the District Notes repayments and the proceeds of the District Notes and the Authority Notes. Such records shall specify the account or fund to which each investment (or portion thereof) held by the Trustee is to be allocated and shall set forth, in the case of each investment: (a) its purchase price; (b) identifying information, including paramount, coupon rate, and payment dates; (c) the amount received at maturity or its sale price, as the case may be; (d) the amounts and dates of any payments made with respect thereto; and (e) such documentation as is required to be obtained as evidence to establish that all investments have been purchased in arms’ length transactions with no amounts paid to reduce the yield on the investments.

Such records shall be open to inspection by each Credit Provider, each Supplemental Credit Enhancer, the Authority and any Participant at any reasonable time during regular business hours on reasonable notice. Not later than 45 Business Days after the final Principal Payment Date, and upon retirement of all Authority Notes, the Trustee will furnish to the Participants, each Credit Provider, each Supplemental Credit Enhancer, the Authority and any Owner who may so request (at the expense of such Owner) a statement (which may be its regular account statements) covering the receipts, deposits and disbursements of the funds hereunder.

Section 7.07. Reserved.

Section 7.08. Further Assurances. Whenever and so often as requested to do so by the Trustee, any Credit Provider, any Supplemental Credit Enhancer, or any Owner, the Authority will promptly execute and deliver, or cause to be executed and delivered, all such other and further assurances, documents or instruments and promptly do or cause to be done all such other and further things as may be necessary or reasonably required in order to further and more fully vest in the Trustee, such Credit Provider, such Supplemental Credit Enhancer, and the Owners the benefit, protection and security conferred, or intended to be conferred, upon them hereby.

Section 7.09. Satisfaction of Predefault Obligations. In accordance with any applicable provisions of a Credit Agreement, and/or Supplemental Credit Enhancement Agreement, upon receipt of instructions from the Authority or any Participant, resulting from the Authority's or such Participant's receipt of notice and request for payment of Predefault Obligations from the applicable Credit Provider or Supplemental Credit Enhancer, pursuant to applicable provisions of the applicable Credit Agreement and/or Supplemental Credit Enhancement Agreement, as applicable, the Trustee shall remit to the applicable Credit Provider or Supplemental Credit Enhancer and/or Subordinate Credit Provider, moneys held by the Trustee and allocable to such liable Participant which moneys are available under this Indenture for payment of such amounts due to the applicable Credit Provider or Supplemental Credit Enhancer. However, the amount remitted from such moneys which are allocable to a specific Participant shall not exceed that Participant's allocable share of the total amount due to the applicable Credit Provider or Supplemental Credit Enhancer. If such moneys held by the Trustee are insufficient to pay the Participant's allocable share of such Predefault Obligations, the Participant shall pay the amount of the deficiency to the Trustee for remittance to the applicable Credit Provider or Supplemental Credit Enhancer. Moneys thus received by the Trustee from the Participants shall be deposited in the Authority Note Payment Fund and the applicable Payment Account attributable to the corresponding Participant and Series of Authority Notes and shall be paid to the applicable Credit Provider or Supplemental Credit Enhancer by the fifteenth (15th) day after delivery by the applicable Credit Provider or Supplemental Credit Enhancer to the Participant or Participants of notice that amounts are due to the applicable Credit Provider or Supplemental Credit Enhancer pursuant to the provisions of the applicable Credit Agreement or Supplemental Credit Enhancement Agreement.

Section 7.10. Rebate Fund. (a) The Trustee shall establish and maintain a fund separate from any other fund established and maintained hereunder designated as the Rebate Fund. The Authority shall cause to be deposited in the Rebate Fund such amounts as are required to be deposited therein pursuant to each Tax Certificate. Subject to the transfer provisions provided in paragraph (E) below, all money at any time deposited in the Rebate Fund shall be held by the Trustee in trust, to the extent required to satisfy the Rebate Amount (as defined in the applicable Tax Certificate), for payment to the federal government of the United States. The Authority, the Participants, each Credit Provider, each Supplemental Credit Enhancer, if any, the Owner of any Authority Notes shall have no rights in or claim to such money. All amounts deposited into or on deposit in the Rebate Fund shall be governed by this section and by the applicable Tax Certificate (which is incorporated herein by reference). The Trustee shall be deemed conclusively to have complied with such provisions if it follows the written directions of the Authority including supplying all necessary information in the manner provided in the applicable Tax Certificate, and

shall have no liability or responsibility to enforce compliance by the Participants or the Authority with the terms of the applicable Tax Certificate.

(b) Upon the Authority's written direction, an amount shall be deposited to the Rebate Fund and to a special account therein corresponding to the applicable Series of Authority Notes (the "Rebate Fund Subaccount") by the Trustee, if and to the extent required, so that the balance of such Rebate Fund Subaccount after such deposit shall equal the Rebate Amount for the Authority Note Year (as defined in the applicable Tax Certificate) calculated as of the most recent Calculation Date (as defined in the applicable Tax Certificate). Computations of the Rebate Amount shall be furnished by or on behalf of the Authority to the Trustee in accordance with the applicable Tax Certificate.

(c) The Trustee shall have no obligation to pay any amounts required to be paid as arbitrage rebate pursuant to this section, other than from moneys held in the funds and accounts created under this Indenture or from other moneys provided to it by the Participants or the Authority.

(d) The Trustee shall invest all amounts held in the Rebate Fund in Permitted Investments, according to written instructions of the Authority. The Trustee shall deposit all earnings (calculated by taking into account net gains or losses on sales or exchanges and taking into account amortized discount or premium as a gain or loss, respectively) on investments held in a particular Rebate Fund Subaccount into such Rebate Fund Subaccount. Money shall not be transferred from the Rebate Fund except as provided in (e) below.

(e) Upon receipt of the Authority's written directions, the Trustee shall pay the amount it is so directed to pay by the Authority to the United States. In addition, if on the first day of any Authority Note Year the amount credited to a Rebate Fund Subaccount exceeds the Rebate Requirements, if the Authority so directs, the Trustee will deposit moneys into or transfer moneys out of such Rebate Fund Subaccount to the extent of such excess from or into such accounts or funds as directed by the Authority's written directions. Any funds remaining in the Rebate Fund Subaccounts after redemption and payment of all of the Authority Notes and payment and satisfaction of all Rebate Amount, Predefault Obligations and Reimbursement Obligations pertaining to any Series of Authority Notes shall be withdrawn and remitted to the Authority [which shall, in turn, remit such amount to the Participants pro rata in accordance with the principal amount of the Participants' corresponding Series of District Notes or as otherwise instructed by Note Counsel.]

(f) Notwithstanding any other provision of this Indenture, including in particular Article XI hereof, the obligation to pay the Rebate Amounts to the United States and to comply with all other requirements of this section and the applicable Tax Certificate shall survive the defeasance or payment in full of the Authority Notes.

(g) Without limiting the generality of the foregoing, the Authority agrees that it will pay or cause to be paid from time to time all amounts required to be paid to the United States pursuant to Section 148(f) of the Code and any temporary, proposed or final Treasury Regulations as may be applicable to the Authority Notes from time to time. This covenant shall survive payment in full or defeasance of the Authority Notes. The Authority specifically covenants to pay

or cause to be paid to the United States at the times and in the amount determined above the Rebate Amounts, as described in the applicable Tax Certificate but only from amounts derived hereunder or from the Participants. The Trustee shall comply with all written instructions of the Authority given in accordance with the Authority's responsibilities under the applicable Tax Certificate. The Trustee shall have no responsibility to research, calculate, or verify any instructions received from the Authority pursuant to the applicable Tax Certificate.

(h) Notwithstanding any provision of this Section, if the Authority shall provide to the Trustee an Opinion of Counsel to the effect that any action required under this Section is no longer required, or to the effect that some further action is required, to maintain the exclusion from gross income of the interest on the Authority Notes for federal income tax purposes, the Authority and the Trustee may rely conclusively on such opinion in complying with the provisions hereof and such opinion.

ARTICLE VIII

DEFAULT AND LIMITATIONS OF LIABILITY

Section 8.01. Action on Default. If any "Event of Default" as defined in a Participant Resolution shall occur and be continuing, then such default shall constitute an "Event of Default" hereunder, and in each and every such case during the continuance of such Event of Default the Trustee or, subject to Section 8.05, the Owners of not less than a majority in aggregate principal amount of the corresponding Series of Authority Notes at the time Outstanding shall be entitled, upon notice in writing to such Participant, to exercise the remedies provided to the Owner of the Series of District Notes then in default or under the Participant Resolution pursuant to which it was issued.

Section 8.02. Other Remedies of the Trustee. The Trustee shall have the right—

(a) by mandamus or other action or proceeding or suit at law or in equity to enforce its rights against any Participant or any trustee, member, officer or employee thereof, and to compel any such Participant or any such trustee, member, officer or employee thereof to observe or perform its or his duties under applicable law and the agreements, conditions, covenants and terms contained herein, or in the applicable Series of District Notes and Participant Resolution, required to be observed or performed by it or him;

(b) by suit in equity to enjoin any acts or things which are unlawful or violate the rights of the Trustee, the Owners of the corresponding Series of Authority Notes, or the corresponding Credit Provider or Supplemental Credit Enhancer; or

(c) by suit in equity upon the happening of any default hereunder to require any Participant and any trustee, member, officer and employee thereof to account as the trustee of any express trust.

Section 8.03. Non-Waiver. A waiver by the Trustee of any default hereunder or breach of any obligation hereunder shall not affect any subsequent default hereunder or any subsequent breach of an obligation hereunder or impair any rights or remedies on any such subsequent default hereunder or on any such subsequent breach of an obligation hereunder. No

delay or omission by the Trustee to exercise any right or remedy accruing upon any default hereunder shall impair any such right or remedy or shall be construed to be a waiver of any such default hereunder or an acquiescence therein, and every right or remedy conferred upon the Trustee by applicable law or by this article may be enforced and exercised from time to time and as often as shall be deemed expedient by the Trustee.

If any action, proceeding or suit to enforce any right or to exercise any remedy is abandoned or determined adversely to the Trustee, the corresponding Credit Provider, the corresponding Supplemental Credit Enhancer, the Authority or the Participants, then such parties shall be restored to their former positions, rights and remedies as if such action, proceeding or suit had not been brought or taken.

Notwithstanding anything to the contrary, no waiver by the Trustee of any default hereunder or breach of any obligation hereunder with respect to any Participant shall be effective without the prior written consent of the corresponding Credit Provider and Supplemental Credit Enhancer, as applicable.

Section 8.04. Application of Funds. All moneys received by the Trustee pursuant to any right given or action taken under the provisions of this Article VIII shall be apportioned by the Trustee, after payment of all amounts due and payable under Section 9.03 hereof, in accordance with the priority provisions set forth in Section 8(F) of the applicable Participant's Resolution. Each such apportioned payment shall be deposited into the segregated Payment Accounts attributable to the corresponding Series of District Notes of the defaulting Participant in the Authority Note Payment Fund and shall be applied by the Trustee in the following order upon presentation of the several affected Series of Authority Notes, and the stamping thereon of the payment if only partially paid, or upon the surrender thereof if fully paid:

First, Costs and Expenses: to the payment of the costs and expenses of the Trustee and of the Owners in declaring such Event of Default, including reasonable compensation to its or their agents, attorneys and counsel;

Second, Interest: to the payment to the persons entitled thereto of all payments of interest on the applicable Series of Authority Notes then due in the order of the due date of such payments, and, if the amount available shall not be sufficient to pay in full any payment or payments coming due on the same date, then to the payment thereof ratably, according to the amounts due thereon, to the persons entitled thereto, without any discrimination or preference;

Third, Principal: to the payment to the persons entitled thereto of the unpaid principal of the applicable Series of Authority Notes which shall have become due, in the order of their due dates, with interest on the overdue principal and interest on the applicable Series of Authority Notes at a rate equal to the applicable Default Rate and, if the amount available shall not be sufficient to pay in full all the amounts due with respect to the applicable Series of Authority Notes on any date, together with such interest, then to the payment thereof ratably, according to the amounts of principal due on such date to the persons entitled thereto, without any discrimination or preference; and

Fourth, Predefault Obligations and Reimbursement Obligations: to the payment of all Predefault Obligations and Reimbursement Obligations not paid applicable to such Participant which the Credit Provider(s) and/or Supplemental Credit Enhancer(s) will apply in accordance with the corresponding Credit Agreement(s) and/or Supplemental Credit Enhancement Agreement(s);

provided, however, that all amounts in the Credit Account of the Credit Fund attributable to each such Series shall be applied (without regard to Section 9.03 hereof) solely to payment of the principal of and interest on the corresponding Series of Authority Notes; and provided, further, that the Trustee shall follow the instructions contained in an Opinion of Counsel provided by the Authority and rebate or set aside for rebate from the specified funds held hereunder any amount pursuant to such instructions required to be paid to the United States of America under the Code.

Section 8.05. Remedies Not Exclusive; Supplemental Credit Enhancer's or Credit Provider's Control of Remedies. No remedy conferred herein upon or reserved herein to the Trustee is intended to be exclusive and all remedies shall be cumulative and each remedy shall be in addition to every other remedy given hereunder or now or hereafter existing under applicable law or equity or by statute or otherwise and may be exercised without exhausting and without regard to any other remedy conferred by any other applicable law.

Notwithstanding anything to the contrary herein, each Supplemental Credit Enhancer or Credit Provider, if any, in such order, so long as it has not failed to comply with its payment obligations under the corresponding Supplemental Credit Enhancement or Credit Instrument, as applicable, shall have the right to direct the remedies upon any Event of Default hereunder relating to the corresponding Series of District Notes or Authority Notes but only so long as such action will not materially adversely affect the rights of any Owner, and such Supplemental Credit Enhancer's or Credit Provider's prior consent shall be required to any remedial action proposed to be taken by the Trustee hereunder. The Trustee shall immediately notify DTC (or any successor securities depository), the applicable Credit Provider and the Supplemental Credit Enhancer, if any, and the Authority of any Event of Default and of the curing of any Event of Default of which a responsible officer of the Trustee has actual knowledge.

Section 8.06. Exercise of Remedies. Upon the exercise by the requisite number of Owners, the Trustee, the Credit Provider or the Supplemental Credit Enhancer of its right of action to institute suit directly against a Participant to enforce payment of the corresponding Series of District Notes, any moneys recovered by such action shall be deposited with the Trustee and applied as provided in Section 8.04.

Section 8.07. Limited Liability of the Authority. Except as expressly provided herein, the Authority shall not have any obligation or liability to the Trustee, the Owners, any Credit Provider or any Supplemental Credit Enhancer with respect to the payment when due of the District Notes by the Participants, or with respect to the observance or performance by the Participants of the other agreements, conditions, covenants and terms contained in the District Notes and the Participant Resolutions (including but not limited to any rebate liability on the District Notes), or with respect to the performance by the Trustee of any obligation contained herein required to be performed by it. Notwithstanding anything to the contrary contained in the Authority Notes, this Indenture or any other document related thereto, the Authority shall not have

any liability hereunder or by reason hereof or in connection with any of the transactions contemplated hereby except to the extent payable from moneys received from or with respect to the District Notes and available thereof in accordance with this Indenture. The Authority may execute any of the trusts or powers hereunder or perform any duties hereunder either directly or through agents or attorneys, and the Authority shall not be responsible for any willful misconduct or negligence on the part of any agent (other than an employee) or attorney appointed with due care.

The Authority may consult with counsel, and the written advice of such counsel or any opinion of counsel shall be full authorization and protection with respect to any action taken, suffered or omitted by them hereunder in good faith and reliance thereon. The Authority agrees to cause the Participants to pay the fees and expenses of such counsel in connection herewith.

The Authority shall not be charged with notice or knowledge of any default hereunder unless and until a responsible officer of the Trustee or the Authority charged with the administration of this Indenture shall have actual knowledge thereof.

Section 8.08. Limited Liability of the Participants. Except as expressly provided in the respective District Notes and Participant Resolutions, the Participants shall not have any obligation or liability to the Authority, the Trustee, the Owners, any Credit Provider or any Supplemental Credit Enhancer with respect to this Indenture or the preparation, execution, delivery, transfer, exchange or cancellation of the Authority Notes or the receipt, deposit or disbursement of the principal of and interest on the District Notes by the Trustee, or with respect to the performance by the Trustee of any obligation contained herein required to be performed by it.

Notwithstanding anything to the contrary herein or in any District Notes or document referred to herein, no Participant shall incur any obligation under Article VIII, Section 3.03(b), Section 5.01, or Section 6.01 or otherwise hereunder, except to the extent payable from unencumbered revenues attributable to its 2020-21 fiscal year, nor shall any Participant incur any obligation on account of any default, action or omission of any other Participant.

Section 8.09. Limited Liability of the Trustee. Except as expressly provided herein, the Trustee shall not have any obligation or liability to the Owners, any Credit Provider or any Supplemental Credit Enhancer with respect to the payment when due of the District Notes by the Participants, or with respect to the observance or performance by the Participants of the other agreements, conditions, covenants and terms contained in the District Notes and the Participant Resolutions.

ARTICLE IX

THE TRUSTEE

Section 9.01. Employment and Duties of the Trustee. The Authority appoints and employs the Trustee to receive deposit and disburse the proceeds of and payments on the District Notes as provided herein, to register, authenticate, deliver, transfer, exchange and cancel the Authority Notes as provided herein, to pay the interest on and principal of the Authority Notes

to the Owners thereof as provided herein and to perform the other obligations of the Trustee, and to exercise the remedies contained herein, all in the manner provided herein and subject to the conditions and terms hereof. By executing and delivering this Indenture, the Trustee undertakes to perform such obligations.

Prior to an Event of Default, and after all Events of Default have been cured, the Trustee shall only perform the duties specifically set forth in this Indenture, and no implied duties, covenants or obligations shall be read into this Indenture. During the existence of an uncured Event of Default, the Trustee shall exercise such of the rights and powers vested in it herein and use the same degree of care and skill in their exercise as a prudent person would exercise or use under the circumstances in the conduct of personal affairs; provided, however, with respect to any Event of Default caused by a Participant, the Trustee shall only exercise such rights and powers with respect to such Participant.

The Trustee shall bear no responsibility for the recitals contained in this Indenture. The Trustee makes no representation regarding the security for the Authority Notes or the tax status of the interest thereon.

Section 9.02. Removal and Resignation of the Trustee. The Authority, with the consent of the Series A Credit Provider, and the Series A Supplemental Credit Enhancer, if any, may at any time remove the Trustee by giving written notice of such removal by mail to the Trustee, all of the Participants, all Owners of Authority Notes, all Additional Supplemental Credit Enhancers and Additional Credit Providers, if any, and the Trustee may at any time resign by giving written notice by mail of resignation to all Credit Providers, the Authority, the Participants, all Supplemental Credit Enhancers and all Owners of Authority Notes. The Series A Credit Provider or the Series A Supplemental Credit Enhancer, may, at any time remove the Trustee if such Series A Credit Provider or Series A Supplemental Credit Enhancer, as applicable, is not in default on its payment obligations under the corresponding Series A Credit Instrument or Series A Supplemental Credit Enhancement, as applicable. The Series A Credit Provider or Series A Supplemental Credit Enhancer, as applicable, shall give written notice by mail of such removal to the Trustee, the Authority, all Supplemental Credit Enhancers, all of the Participants, any Additional Credit Provider, if any and as applicable, all of the Supplemental Credit Enhancers and all Owners of Authority Notes. If such removal is at the request of the Series A Credit Provider or Series A Supplemental Credit Enhancer, and the Trustee has not been removed due to its willful misconduct or negligence hereunder, such Series A Credit Provider or Series A Supplemental Credit Enhancer, shall reimburse the Authority and the Participants for any additional costs resulting from such removal. Upon giving any such notice of removal or upon receiving any such notice of removal or resignation, the Authority shall promptly appoint a successor Trustee acceptable to the Series A Credit Provider and Series A Supplemental Credit Enhancer, as applicable, by an instrument in writing; provided, that if the Authority does not appoint a successor Trustee within sixty (60) days following the giving of any such notice of removal or the receipt of any such notice of resignation, the removed or resigning Trustee may petition any appropriate court having jurisdiction to appoint a successor Trustee. Any successor Trustee shall be a commercial bank with trust powers or trust company doing business and having a principal corporate trust office either in Los Angeles or San Francisco, California, having a combined capital (exclusive of borrowed capital) and surplus of at least one hundred million dollars (\$100,000,000) and subject to supervision or examination by state or national authorities. If such bank or trust

company publishes a report of condition at least annually, pursuant to law or to the requirements of any supervising or examining authority above referred to, then for the purposes of this section the combined capital and surplus of such bank or trust company shall be deemed to be its combined capital and surplus as set forth in its most recent report of condition so published.

In the event the Series A Authority Notes are paid in full and all Predefault and Reimbursement Obligations due and owing with respect to such Series A Authority Notes have been satisfied, the provisions of the preceding paragraph will apply with the phrase “applicable Additional Credit Provider” substituted for the Series A Credit Provider.

Any removal or resignation of a Trustee and appointment of a successor Trustee shall become effective only when the successor Trustee has provided written acceptance of its appointment to the Authority and each Credit Instrument, if any, and Supplemental Credit Enhancement, if any, are transferred in accordance with their respective terms.

Section 9.03. Compensation of the Trustee. The Authority, solely from amounts held in the Costs of Issuance Fund or paid by the Participants specifically for such purpose, shall from time to time, subject to any agreement then in effect with the Trustee, pay the Trustee compensation for its services (which compensation shall not be limited by any provision of law in regard to the compensation of a trustee of an express trust) and reimburse the Trustee for all its advances and expenditures hereunder, including, but not limited to, advances to and fees and expenses of accountants, agents, appraisers, consultants, counsel (including the allocated costs and disbursements of in-house counsel, to the extent such services are not redundant with those provided by outside counsel) or other experts employed by it in the observance and performance of its rights and obligations hereunder; provided, that the Trustee shall not have any lien for such compensation or reimbursement against any money held by it in any of the funds established hereunder, although the Trustee may take whatever legal actions are available to it directly against the Participants to recover such compensation or reimbursement.

Each Participant has agreed in its Participant Resolution to be liable for and pay its *pro rata* portion of the fees and expenses of the Trustee provided for in this section relating to its District Notes and the corresponding Series of Authority Notes. Each Participant has further agreed in its Participant Resolution to jointly and severally indemnify the Trustee and its officers, directors, agents and employees for losses, costs, expenses (including legal fees and expenses) suits, damages, judgments and liabilities incurred by the Trustee hereunder not resulting from Trustee’s own negligence or willful misconduct.

Section 9.04. Protection of the Trustee. The Trustee shall be protected and shall incur no liability in acting or proceeding upon any affidavit, bond, Certificate, consent, notice, Request, Requisition, resolution, statement, telegram, voucher, waiver or other paper or document which it shall believe to be genuine and to have been adopted, executed or delivered by the proper party or pursuant to any of the provisions hereof, and the Trustee shall be under no duty to make any investigation or inquiry as to any statements contained or matters referred to in any such instrument, but may accept and rely upon the same as conclusive evidence of the truth and accuracy of such statements. The Trustee may consult with counsel, who may be counsel to the Authority or the Participants, with regard to legal questions arising hereunder, and the opinion of such

counsel shall be full and complete authorization and protection in respect to any action taken or suffered by it hereunder in accordance therewith.

The Trustee shall not be responsible for the sufficiency of the payments on the District Notes, or of the assignment made to it of all rights to receive the payments on the District Notes and shall not be deemed to have knowledge of any Event of Default unless and until a responsible officer has actual knowledge thereof or has received written notice thereof at its principal corporate trust office in Los Angeles, California. The Trustee shall not be accountable for the use or application by the Participants, or any other party, of any funds which the Trustee properly releases to the Participants or which the Participants may otherwise receive from time to time. The Trustee makes no representation concerning, and has no responsibility for, the validity, genuineness, sufficiency, or performance by parties other than the Trustee of this Indenture, any Authority Note, any District Note, any Participant Resolution, any Credit Instrument, any Supplemental Credit Enhancement, any Credit Agreement, any Supplemental Credit Enhancement Agreement or of any other paper or document, or for taking any action on them (except as specifically and expressly stated for the Trustee in this Indenture).

Whenever in the observance or performance of its rights and obligations hereunder or under the Authority Notes the Trustee shall deem it necessary or desirable that a matter be proved or established prior to taking or suffering any action hereunder, such matter (unless other evidence in respect thereof be herein specifically prescribed) may be deemed to be conclusively proved and established by a Certificate of the Authority, and such certificate shall be full warrant to the Trustee for any action taken or suffered under the provisions hereof upon the faith thereof, but in its discretion the Trustee may, in lieu thereof, accept other evidence of such matter or may require such additional evidence as to it may seem reasonable.

The Trustee and its officers and employees may buy, sell, own, hold and deal in any of the Authority Notes and may join in any action which any Owner may be entitled to take with like effect as if it were not a party hereto. The Trustee, either as principal or agent, may also engage in or be interested in any financial or other transaction with the Participants, and may act as agent, depositary or trustee for any committee or body of Owners or of owners of obligations of the Participants as freely as if it were not the Trustee hereunder.

The Trustee shall not be liable for the exercise of any of its rights hereunder or for the performance of any of its obligations hereunder or for anything whatsoever in connection with the funds established hereunder, except only for its own willful misconduct or negligence. Absent negligence or willful misconduct, the Trustee shall not be liable for an error of judgment.

No provision hereof shall require the Trustee to expend or risk its own funds or otherwise incur any financial or other liability or risk in the performance of any of its obligations hereunder, or in the exercise of any of its rights hereunder, and before taking any remedial action hereunder (other than drawing on the applicable Credit Instrument or applicable Supplemental Credit Enhancement, as the case may be) the Trustee may require that indemnity satisfactory to it be furnished for all expenses to which it may be put and to protect it, its directors, officers, employees and agents from all liability thereunder. The Trustee may execute any of its trusts or other powers or perform its duties through attorneys, agents or receivers.

The Trustee shall have no responsibility with respect to any information, statement or recital in any official statement, offering memorandum or any other disclosure material prepared or distributed with respect to any Series of the Authority Notes.

Anything in this Indenture to the contrary notwithstanding, in no event shall the Trustee be liable for special, indirect, punitive or consequential loss or damage of any kind whatsoever (including but not limited to lost profits), even if the Trustee has been advised of the likelihood of such loss or damage and regardless of the form of action. The Trustee shall not be liable to the parties hereto or deemed in breach or default hereunder if and to the extent its performance hereunder is prevented by reason of force majeure. The term “*force majeure*” means an occurrence that is beyond the control of the Trustee and could not have been avoided by exercising due care. Force majeure shall include acts of God, terrorism, war, riots, strikes, fire, floods, earthquakes, epidemics or other similar occurrences.

The Trustee shall have the right to accept and act upon instructions, including funds transfer instructions (“Instructions”) given pursuant to this Agreement and delivered using Electronic Means (“Electronic Means” shall mean the following communications methods: e-mail, facsimile transmission, secure electronic transmission containing applicable authorization codes, passwords and/or authentication keys issued by the Trustee, or another method or system specified by the Trustee as available for use in connection with its services hereunder); provided, however, that the Authority shall provide to the Trustee an incumbency certificate listing officers with the authority to provide such Instructions (“Authorized Officers”) and containing specimen signatures of such Authorized Officers, which incumbency certificate shall be amended by the Authority, whenever a person is to be added or deleted from the listing. If the Authority elects to give the Trustee Instructions using Electronic Means and the Trustee in its discretion elects to act upon such Instructions, the Trustee’s understanding of such Instructions shall be deemed controlling. The Authority understands and agrees that the Trustee cannot determine the identity of the actual sender of such Instructions and that the Trustee shall conclusively presume that directions that purport to have been sent by an Authorized Officer listed on the incumbency certificate provided to the Trustee have been sent by such Authorized Officer. The Authority shall be responsible for ensuring that only Authorized Officers transmit such Instructions to the Trustee and that the Authority and all Authorized Officers are solely responsible to safeguard the use and confidentiality of applicable user and authorization codes, passwords and/or authentication keys upon receipt by the Authority. The Trustee shall not be liable for any losses, costs or expenses arising directly or indirectly from the Trustee’s reliance upon and compliance with such Instructions notwithstanding such directions conflict or are inconsistent with a subsequent written instruction. The Authority agrees: (i) to assume all risks arising out of the use of Electronic Means to submit Instructions to the Trustee, including without limitation the risk of the Trustee acting on unauthorized Instructions, and the risk of interception and misuse by third parties; (ii) that it is fully informed of the protections and risks associated with the various methods of transmitting Instructions to the Trustee and that there may be more secure methods of transmitting Instructions than the method(s) selected by the Authority; (iii) that the security procedures (if any) to be followed in connection with its transmission of Instructions provide to it a commercially reasonable degree of protection in light of its particular needs and circumstances; and (iv) to notify the Trustee immediately upon learning of any compromise or unauthorized use of the security procedures.

Section 9.05. Notices to Rating Agencies. The Trustee shall notify S&P and Moody's (or whichever one is then rating any Series of the Authority Notes), in writing, upon occurrence of any of the following events: (i) any amendment, supplement or other change to this Indenture from the form originally executed and entered into; (ii) any amendment, supplement or other change to any Credit Agreement or Supplemental Credit Enhancement Agreement from the form originally executed and entered into; (iii) any amendment, supplement or other change to any Credit Instrument or Supplemental Credit Enhancement from the form originally executed and entered into; (iv) any amendment, supplement or other change to any Participant Resolution (that the Trustee is aware of); (v) the termination of any Credit Instrument or Supplemental Credit Enhancement or any Investment Agreement; (vi) the occurrence or curing of any Event of Default; (vii) defeasance of the Authority Notes or any Series or portion thereof; and (viii) the tax-exempt status of the Authority Notes has been adversely affected, and the Trustee has received specific notice thereof from the Authority; provided, however, that the Trustee shall incur no liability for failure to so notify.

ARTICLE X

AMENDMENT OF OR SUPPLEMENT TO THE INDENTURE

Section 10.01. Amendment or Supplement of Indenture. This Indenture and the rights and obligations of the Owners and the Trustee hereunder may be amended or supplemented at any time by an amendment hereof or supplement hereto which shall become binding when the written consents of each Credit Provider, each Supplemental Credit Enhancer, and of the Owners of a majority in aggregate principal amount of the Authority Notes then Outstanding, exclusive of Authority Notes disqualified as provided in Section 10.02, are filed with the Trustee. No such amendment or supplement shall (1) reduce the rate of interest on any Authority Note or extend any Interest Payment Date applicable to any Series of Authority Notes or reduce the amount of principal of any Authority Note or extend the Principal Payment Date applicable to any Series of Authority Notes (it being understood, however, that any such extension shall have no effect on duration of the applicable Credit Instrument or the applicable Supplemental Credit Enhancement, as the case may be) or modify the payment priority for any Authority Note without the prior written consent of the Owner of the Authority Notes so affected, or (2) reduce the percentage of Owners whose consent is required by the terms of this Indenture for the execution of certain amendments hereof or supplements hereto, or (3) modify any of the rights or obligations of the Trustee without its prior written consent thereto.

This Indenture and the rights and obligations of the Owners and the Trustee hereunder may also be amended or supplemented at any time by an amendment hereof or supplement hereto which shall become binding upon execution with the prior written consent of each Credit Provider and each Supplemental Credit Enhancer, but without the written consents of any Owners, in order to make any modifications or changes to Exhibits B, C or D hereto or to make any modifications or changes necessary or appropriate in the Opinion of Counsel to preserve or protect the exclusion from gross income of interest on any or all of the Authority Notes for federal income tax purposes, or, but only to the extent that such amendment shall not materially adversely affect the interests of the Owners, for any purpose including, without limitation, one or more of the following purposes—

(a) to add to the agreements, conditions, covenants and terms contained herein required to be observed or performed by the Authority, other agreements, conditions, covenants and terms thereafter to be observed or performed by the Authority, or to surrender any right reserved herein to or conferred herein on the Authority;

(b) to make such provisions for the purpose of curing any ambiguity or of correcting, curing or supplementing any defective provision contained herein or in regard to questions arising hereunder which the Authority may deem desirable or necessary; or

(c) to modify, amend or supplement this Indenture or any supplement hereto in such manner as to permit the qualification hereof and thereof under the Trust Indenture Act of 1939 or any similar federal statute hereafter in effect or to permit the qualification of the Authority Notes for sale under the securities laws of the United States of America or of any of the states of the United States of America and, if the Authority or Note Counsel so determine, to add to this Indenture or any supplement hereto such other terms, conditions and provisions as may be permitted by said Trust Indenture Act of 1939 or similar federal statute.

This Indenture and the rights and obligations of the Owners and the Trustee hereunder may also be amended or supplemented at any time by an amendment hereof or supplement hereto which shall become binding upon execution without the prior written consent of any Credit Provider, any Series A Supplemental Credit Enhancer, or any Series A Authority Note Owners, for the purpose of issuing and securing one or more Series of Additional Authority Notes.

Section 10.02. Disqualified Authority Notes. Authority Notes held for the account of the Authority or the Participants (but excluding Authority Notes held in any pension or retirement fund of the Participants) shall not be deemed Outstanding for the purpose of any consent or other action or any calculation of Outstanding Authority Notes provided herein, and shall not be entitled to consent to or take any other action provided herein, and the Trustee may adopt appropriate regulations to require each Owner, before his consent provided for herein shall be deemed effective, to reveal if the Authority Notes as to which such consent is given are disqualified as provided in this section.

Section 10.03. Procedure for Amendment with Written Consent of the Owners Each Supplemental Credit Enhancer and/or Each Credit Provider. This Indenture may be amended by supplemental agreement as provided in this Section 10.03 in the event the consent of the Owners and each Credit Provider and each Supplemental Credit Enhancer is required pursuant to Section 10.01 hereof. A description of the proposed amendment, together with a request to the Owners for their consent thereto, shall be mailed by the Trustee to each Owner of an Outstanding Authority Note and each Credit Provider and each Supplemental Credit Enhancer at their addresses as set forth in the Registration Books maintained pursuant to Section 2.07 hereof, but failure to receive copies of such description and request so mailed shall not affect the validity of the supplemental agreement when assented to as in this section provided. Nothing herein shall be deemed to require the mailing of the supplemental agreement itself to the Owners.

Such supplemental agreement shall not become effective unless there shall be filed with the Trustee the written consent of the Owners of at least a majority in aggregate principal amount of the Authority Notes then Outstanding (exclusive of Authority Notes disqualified as provided in

Section 10.02 hereof) and each Credit Provider and each Supplemental Credit Enhancer, and notices shall have been mailed as hereinafter in this section provided. Each such consent shall be effective only if accompanied by proof of ownership of the Authority Notes for which such consent is given, which proof shall be acceptable to the Trustee. Any such consent shall be binding upon the Owner of the Authority Note giving such consent and on any subsequent Owner (whether or not such subsequent Owner has notice thereof) unless such consent is revoked in writing by the Owner giving such consent or a subsequent Owner by filing such revocation with the Trustee prior to the date when the Trustee has received the required percentage of consents of the Owners of the Authority Notes and acknowledged the same to the Participants.

After the Owners of the required percentage of Authority Notes and each Credit Provider, each Supplemental Credit Enhancer shall have filed their consents to such supplemental agreement, the Trustee shall acknowledge to the Authority, each Credit Provider and each Supplemental Credit Enhancer the effectiveness of the agreement and shall mail a notice to the Participants, each Credit Provider, each Supplemental Credit Enhancer and the Owners of the Authority Notes in the manner hereinbefore provided in this section for the mailing of such description, stating in substance that such supplemental agreement has been consented to by the Owners of the required percentage of Authority Notes and is effective as provided in this section (but failure to mail copies of said notice shall not affect the validity of such supplemental agreement or consents thereto). A record, consisting of the papers required by this section to be filed with the Trustee, shall be proof of the matters therein stated until the contrary is proved.

Section 10.04. Endorsement or Replacement of Authority Notes after Amendment or Supplement. After the effective date of any action taken as hereinabove provided, the Trustee or the Authority may determine that the Authority Notes shall bear a notation by endorsement in form approved by the Trustee as to such action, and in that case upon demand of the Owner of any Outstanding Authority Note and presentation of the Authority Note for such purpose at the office of the Trustee a suitable notation as to such action shall be made on such Authority Note. If the Trustee or the Authority shall so determine, new Authority Notes so modified as in the opinion of the Trustee shall be necessary to conform to such action shall be prepared, and in that case upon demand of the Owner of any Outstanding Authority Notes, such new Authority Notes shall be exchanged without cost to each Owner for Authority Notes then Outstanding at the office of the Trustee upon surrender of such Outstanding Authority Notes. All Authority Notes surrendered to the Trustee pursuant to the provisions of this section shall be cancelled by the Trustee and shall not be redelivered.

Section 10.05. Amendment or Supplement by Mutual Consent. The provisions of this article shall not prevent any Owner from accepting any amendment or supplement as to the particular Authority Notes owned by him; provided, that due notation thereof is made on such Authority Notes. No amendment or supplement of a Authority Note shall be made without prior compliance with the provisions of this Article X pertaining to amendment or supplement of this Indenture.

ARTICLE XI

DEFEASANCE

Section 11.01. Discharge of Authority Notes and Indenture.

(a) If the Trustee shall pay or cause to be paid or there shall otherwise be paid to the Owners of all Outstanding Authority Notes the interest and principal thereof at the times and in the manner provided herein and therein, then such Owners shall cease to be entitled to the pledge of and lien on the District Notes and District Notes payments and any interest in the funds held hereunder as provided herein, and all agreements and covenants of the Authority to such Owners hereunder shall thereupon cease, terminate and become void and shall be discharged and satisfied.

(b) Any Outstanding Series of Authority Notes shall on their applicable Principal Payment Date be deemed to have been paid within the meaning of and with the effect expressed in subsection (a) of this section if there shall be on deposit with the Trustee moneys which are sufficient to pay the interest on and principal of such Series of Authority Notes payable on and prior to their applicable Principal Payment Date.

(c) Any Outstanding Series of Authority Notes shall prior to their applicable Principal Payment Date be deemed to have been paid within the meaning of and with the effect expressed in subsection (a) of this section if there shall have been deposited with the Trustee either moneys in an amount which shall be sufficient or United States Treasury bills, notes, bonds or certificates of indebtedness, or obligations for which the full faith and credit of the United States of America are pledged for the payment of interest and principal, and which are purchased with moneys and are not subject to redemption except by the holder thereof prior to maturity (including any such securities issued or held in book-entry form on the books of the Department of the Treasury of the United States of America), the interest on and principal of which when paid will provide money which, together with the moneys, if any, deposited with the Trustee at the same time, shall be sufficient, in the opinion of an independent certified public accountant delivered to the Trustee and the corresponding Credit Provider and Supplemental Credit Enhancer, as the case may be, to pay when due the interest on such Series of Authority Notes and the principal of such Authority Notes on the applicable Principal Payment Date.

(d) After the payment of the interest on and principal of all Outstanding Authority Notes as provided in this section, at the Request of the Authority (if provided), the Trustee shall execute and deliver to the Authority and the Participants all such instruments as they may deem necessary or desirable to evidence the discharge and satisfaction of this Indenture, and the Trustee shall pay over or deliver to the Participants all money or deposits or investments held by it pursuant hereto (except for moneys held in the Rebate Fund) which are not required for the payment of the interest on and principal of such Authority Notes and the Trustee shall surrender all Credit Instruments and all Supplemental Credit Enhancements, to the applicable Credit Providers and Supplemental Credit Enhancers, respectively, for cancellation by the same.

(e) Notwithstanding anything to the contrary herein, this Indenture shall not be discharged without the prior written consent of the applicable Credit Providers and Supplemental Credit Enhancers until all Predefault Obligations and Reimbursement Obligations have been paid

or payment duly provided for by the Trustee's retention of sufficient funds to pay all Predefault Obligations and Reimbursement Obligations due or to become due as of the date of such discharge.

Section 11.02. Unclaimed Money. Anything contained herein to the contrary notwithstanding, any money held by the Trustee in trust for the payment and discharge of the interest on or principal of any Authority Notes which remains unclaimed for two (2) years after the date when the payments on such Authority Notes have become payable, if such money was held by the Trustee on such date, or for two (2) years after the date of deposit of such money if deposited with the Trustee after the date when the interest on and principal of such Authority Notes have become payable, shall be repaid by the Trustee to the Participants as their interests appear as their absolute property free from trust, and the Trustee shall thereupon be released and discharged with respect thereto and the Owners shall look only to the Participants for the payment of the interest on and principal of such Authority Notes it being understood that all Credit Instruments and all Supplemental Credit Enhancements, as applicable, shall no longer be in effect at that time; provided, that before being required to make any such payment to the Participants, the Trustee shall, as a charge on such funds, give notice by mail to all Owners of Authority Notes that such money remains unclaimed and that after a date named in such notice, which date shall not be less than sixty (60) days after the date of giving such notice, the balance of such money then unclaimed will be returned to the Participants.

ARTICLE XII

MISCELLANEOUS

Section 12.01. Benefits of the Indenture Limited to Parties. Nothing contained herein, expressed or implied, is intended to give to any person other than the Participants, the Trustee, the Authority, the Owners, each Credit Provider, and each Supplemental Credit Enhancer, any claim, remedy or right under or pursuant hereto, and any agreement, condition, covenant or term contained herein required to be observed or performed by or on behalf of the Authority shall be for the sole and exclusive benefit of the Trustee, the Participants, each Credit Provider, each Supplemental Credit Enhancer, the Owners and their successors.

Section 12.02. Successor Deemed Included in All References to Predecessor. Whenever the Authority or the Trustee or any officer thereof is named or referred to herein, such reference shall be deemed to include the successor to the powers, duties and functions that are presently vested in the Authority or the Trustee or such officer, and all agreements, conditions, covenants and terms contained herein required to be observed or performed by or on behalf of the Authority or the Trustee or any officer thereof shall bind and inure to the benefit of the respective successors thereof whether so expressed or not.

Section 12.03. Execution of Documents by Owners. Any consent, declaration, request or other instrument which is permitted or required herein to be executed by Owners may be in one or more instruments of similar tenor and may be executed by Owners in person or by their attorneys appointed in writing. The fact and date of the execution by any Owner or such Owner's attorney of any consent, declaration, request or other instrument or of any writing appointing such attorney may be proved by the certificate of any notary public or other officer authorized to take acknowledgments of deeds to be recorded in the state or territory in which he

purports to act that the person signing such declaration, request or other instrument or writing acknowledged to him the execution thereof, or by an affidavit of a witness of such execution duly sworn to before such notary public or other officer, or by such other proof as the Trustee may accept which it may deem sufficient.

Any consent, declaration, request or other instrument in writing of the Owner of any Authority Note shall bind all future Owners of such Authority Note with respect to anything done or suffered to be done by the Authority, Participants or the Trustee in accordance therewith.

Section 12.04. Waiver of Personal Liability; No Liability of Authority Members. No trustee, member, officer or employee of the Participants or the Authority shall be individually or personally liable for the payment of the interest on or principal of the Authority Notes, but nothing contained herein shall relieve any trustee, member, officer or employee of the Participants or the Authority from the performance of any official duty provided by any applicable provisions of law or by the District Notes or the Participant Resolution or this Indenture.

Notwithstanding anything to the contrary herein or in any other document, no entity that is a member of the Authority, its officers, directors, employees, and agents, shall have any liability of any kind hereunder or by reason of or in connection with any of the transactions contemplated hereby, other than in its capacity (if any) as a Participant hereunder.

Section 12.05. Content of Certificates; Post-Issuance Legal Opinions. Every certificate of the Authority or the Participants with respect to compliance with any agreement, condition, covenant or term contained herein shall include: (a) a statement that the person or persons executing such certificate have read such agreement, condition, covenant or term and the definitions herein relating thereto; (b) a brief statement as to the nature and scope of the examination or investigation upon which the statements contained in such certificate are based; (c) a statement that, in the opinion of the signers, they have made or caused to be made such examination or investigation as is necessary to enable them to express an informed opinion as to whether or not such agreement, condition, covenant or term has been complied with; and (d) a statement as to whether, in the opinion of the signers, such agreement, condition, covenant or term has been complied with.

Any Certificate of the Authority or the Participants may be based, insofar as it relates to legal matters, upon an Opinion of Counsel unless the person or persons executing such certificate know that the Opinion of Counsel with respect to the matters upon which his or their certificate may be based, as aforesaid, is erroneous, or in the exercise of reasonable care should have known that the same was erroneous. Any Opinion of Counsel may be based, insofar as it relates to factual matters and information with respect to which is in the possession of the Participants or the Authority, upon a representation by an officer or officers of the Participants or the Authority unless the counsel executing such Opinion of Counsel knows that the representation with respect to the matters upon which his opinion may be based; as aforesaid, is erroneous, or in the exercise of reasonable care should have known that the same was erroneous.

Section 12.06. Notice by Mail. Any notice required to be given hereunder by mail to any Owners of Authority Notes shall be given by mailing a copy of such notice, first class postage prepaid, to the Owners of such Authority Notes at their addresses appearing in the books

required to be kept by the Trustee pursuant to the provisions of Section 2.07 and to all Credit Providers and all Supplemental Credit Enhancers not less than thirty (30) days nor more than sixty (60) days following the action or prior to the event concerning which notice thereof is required to be given; provided, that receipt of any such notice shall not be a condition precedent to the effectiveness of such notice, and failure to receive any such notice shall not affect the validity of the proceedings taken in connection with the action or the event concerning which such notice was given.

Section 12.07. Funds. Any fund or account required to be established and maintained herein by the Trustee may be established and maintained in the accounting records of the Trustee either as an account or a fund, and may, for the purpose of such accounting records, any audits thereof and any reports or statements with respect thereto, be treated either as an account or a fund; but all such records with respect to all such funds shall at all times be maintained in accordance with industry practice and with due regard for the instructions, if any, delivered to the Trustee pursuant to Section 7.04(b) and for the protection of the security of the Authority Notes and the rights of the Owners and all Credit Providers and all Supplemental Credit Enhancers. All moneys held by the Trustee shall be held in trust, but need not be segregated from other funds unless specifically required by this Indenture.

Section 12.08. Continuing Disclosure. (a) The Authority together with the State Treasurer hereby covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Agreement. Notwithstanding any other provision of this Indenture, failure of the Authority or the Dissemination Agent to comply with the Continuing Disclosure Agreement shall not be considered an Event of Default; however, at the written request of any Participating Underwriter (as defined in the Continuing Disclosure Agreement) or the Owner of at least 25% aggregate principal amount of Outstanding Series A Authority Notes or, if issued, the Owner of at least 25% aggregate principal amount of each Series of Outstanding Additional Authority Notes,) or any Series A Authority Note Owner, or, if Additional Authority Notes are issued, any Owner or any Beneficial Owner of an Additional Authority Note, the Trustee shall, but only to the extent indemnified to its satisfaction from any liability, cost, expense whatsoever, including, without limitation, fees and expenses of its attorneys and additional fees and expenses of the Trustee, take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the Authority to comply with its obligations under this section. For purposes of this section, “Beneficial Owner” means any person which has or shares the power, directly or indirectly, to make investment decisions concerning ownership of any Series A Authority Notes or, if issued, Additional Authority Notes (including persons holding Series A Authority Notes or, if issued, Additional Authority Notes through nominees, depositories or other intermediaries).

(b) The Trustee shall notify the Authority, in writing, upon the occurrence of any of the Listed Events (as defined in the Continuing Disclosure Agreement), of which it has actual knowledge, provided, however, the Trustee shall not be liable to any party for any failure to so notify the Authority. The Trustee shall not be responsible to determine the materiality of any Listed Event. For purposes of this section, “actual knowledge” by the Trustee shall mean actual knowledge at its Principal Corporate Trust Office by the officer or officers of the Trustee for the administration of this Indenture.

Section 12.09. Article and Section Headings, Gender and References. The headings or titles of the several articles and sections hereof and the table of contents appended hereto shall be solely for convenience of reference and shall not affect the meaning, construction or effect hereof, and words of any gender shall be deemed and construed to include all genders. All references herein to “articles,” “sections” and other subdivisions or clauses are to the corresponding articles, sections, subdivisions or clauses hereof; and the words “hereby,” “herein,” “hereof,” “hereto,” “herewith,” “hereunder” and other words of similar import refer to this Indenture as a whole and not to any particular article, section, subdivision or clause thereof.

Section 12.10. Partial Invalidity. If any one or more of the agreements, conditions, covenants or terms contained herein required to be observed or performed by or on the part of the Authority or the Trustee shall be contrary to law, then such agreement or agreements, such condition or conditions, such covenant or covenants or such term or terms shall be null and void and shall be deemed separable from the remaining agreements, conditions, covenants and terms hereof and shall in no way affect the validity hereof or of the Authority Notes, and the Owners and all Credit Providers and all Supplemental Credit Enhancers shall retain all the benefit, protection and security afforded to them hereunder and under all provisions of applicable law. The Authority and the Trustee hereby declare that they would have executed and entered into this Indenture and each and every other article, section, paragraph, subdivision, sentence, clause and phrase hereof and would have authorized the execution and delivery of the Authority Notes pursuant hereto irrespective of the fact that any one or more of the articles, sections, paragraphs, subdivisions, sentences, clauses or phrases hereof or the application thereof to any person or circumstance may be held to be unconstitutional, unenforceable or invalid.

Section 12.11. California Law. This Indenture and the Authority Notes shall be construed in accordance with and governed by the laws of the State of California applicable to contracts made and performed in the State of California. This Indenture shall be enforceable in the State of California, and any action arising hereunder shall (unless waived by the Authority in writing) be filed and maintained in the Superior Court of California, County of Sacramento, California.

Section 12.12. Notices. All written notices to be given hereunder shall be given by mail to the party entitled thereto at its address set forth below or in the Supplemental Indenture, or at such other address as such party may provide to the other parties in writing from time to time, namely:

If to the Trustee: U.S. Bank National Association
One California Street, Suite 1000
San Francisco, California 94111
Attention: Global Corporate Trust

If to the Authority: California School Finance Authority
300 S. Spring Street, Suite 8500
Los Angeles, California 90013
Attention: Katrina M. Johantgen, Executive Director

If to the Participants: To the individual addresses as set forth in Exhibit A to the Purchase Agreement.

If to the Underwriters: RBC Capital Markets, LLC
777 South Figueroa Street, Suite 850
Los Angeles, California 90017
Attention: Managing Director

Citigroup Global Markets Inc.
300 South Grand Avenue, Suite 3110
Los Angeles, California 90071
Attention: Managing Director

If to the Rating Agencies: [Fitch Ratings Inc.]
33 Whitehall Street
New York, NY 10004
Telephone: (212) _____
Telefax: (212) _____

[Standard and Poor's Ratings Group]
Municipal Finance Department
25 Broadway, 38th Floor
New York, NY 10041
Telephone: (212) 438-7973
Telefax: (212) 438-2131

[Moody's Investors Service]
99 Church Street
New York, NY 10007
Telephone: (212) 553-3747
Telefax: (212) 964-6038

Section 12.13. Effective Date. This Indenture shall become effective upon its execution and delivery.

Section 12.14. Execution in Counterparts. The Indenture may be executed and entered into in several counterparts, each of which shall be deemed an original, and all of which shall constitute but one and the same instrument.

[Remainder of page intentionally left blank.]

IN WITNESS WHEREOF, the Authority has caused this Indenture to be signed in its name by its Executive Director, or by such other person as has been designated by its governing board, and U.S. Bank National Association, as Trustee, to evidence its acceptance of the trust hereby created, has caused the Indenture to be signed in the name of the Trustee by an authorized officer of the Trustee, all as of the day and year first above written.

CALIFORNIA SCHOOL FINANCE
AUTHORITY

By _____
Title: [Executive Director][Deputy Treasurer for
California State Treasurer, Fiona Ma]

U.S. BANK NATIONAL ASSOCIATION, as
Trustee

By _____
Title: Authorized Officer

SCHEDULE I

PARTICIPATING DISTRICTS AND COUNTY OFFICES OF EDUCATION
SERIES A AUTHORITY NOTES

Participant	Principal Amount		

Participant	Principal Amount		

SCHEDULE II

INITIAL DEPOSITS TO PARTICIPANTS'
SERIES A DISTRICT NOTES
PROCEEDS ACCOUNTS

<u>Participant</u>	<u>Series A Authority Note Proceeds Amount</u>	<u>Repayment Periods</u>	<u>Pledge Dates</u>	<u>Percentage</u>
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SCHEDULE III

INITIAL DEPOSITS TO PARTICIPANTS'
SERIES A DISTRICT NOTES
ESCROW ACCOUNTS

Participant	Series A Escrow Amount
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EXHIBIT A

[FORM OF AUTHORITY NOTE]

**UNITED STATES OF AMERICA
STATE OF CALIFORNIA**

No. R ___ **\$** _____

**CALIFORNIA SCHOOL FINANCE AUTHORITY
STATE AID INTERCEPT NOTE
(FISCAL YEAR 2020-21 SCHOOL AND COMMUNITY COLLEGE
DISTRICT DEFERRALS) SERIES** ___

<u>Interest Rate</u>	<u>Principal Payment Date</u>	<u>Date of Initial Delivery</u>	<u>CUSIP</u>
___ %	_____, 2021	_____, 2021	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL SUM: _____

THE CALIFORNIA SCHOOL FINANCE AUTHORITY (the “Authority”) promises to pay the registered Owner set forth above of this California School Finance Authority State Aid Intercept Note (Fiscal Year 2020-21 School and Community College District Deferrals), Series ___ (the “Note”), on the Principal Payment Date (the “Principal Payment Date”) set forth above, upon surrender of this Note on such Principal Payment Date at the principal corporate trust office of U.S. Bank National Association, as trustee, in San Francisco, California (together with any successor thereto in accordance with the Indenture (as defined hereinafter), the “Trustee”), the principal sum set forth above, together with interest accruing from the date of initial issuance of this Note and becoming due and payable [on _____, 2021 and] on such Principal Payment Date. Such interest shall be computed on the basis of a 360-day year consisting of twelve 30-day months. All such amounts are payable in lawful money of the United States of America.

This Note is one of the duly authorized notes entitled “California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series ___” aggregating \$ _____ (the “Series ___ Authority Notes”) which have been issued by the Authority under and by authority of Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California and pursuant to the terms of an Indenture, dated as of [February] 1, 2021 (together with any supplements or amendments thereto, the “Indenture”), by and between the Trustee and the Authority. Copies of the Indenture are on file at said principal corporate trust office of the Trustee, and reference is hereby made to the Indenture for a description of the agreements, conditions, covenants and terms securing the Series ___ Authority Notes, for the nature, extent and manner of enforcement of such agreements, conditions, covenants and terms, for the rights and remedies of the registered Owners of the Series ___ Authority Notes with respect thereto, for the terms under

which the Indenture can be amended, and for the other agreements, conditions, covenants and terms upon which the Series __ Authority Notes are issued thereunder, to all of which the Owner hereof assents and agrees by acceptance hereof.

The Series ___ Authority Notes are authorized to be issued in the form of fully registered notes in denominations of five thousand dollars (\$5,000) or any integral multiple thereof.

This Note is transferable or exchangeable by the registered Owner hereof, in person or by his attorney duly authorized in writing, at said principal corporate trust office of the Trustee, but only in the manner, subject to the limitations and upon payment of the charges provided in the Indenture, and upon surrender of this Note for cancellation accompanied by delivery of a duly executed written instrument of transfer or exchange, a new Series __ Authority Note or Series ___ Authority Notes of authorized denominations equal to the principal amount hereof will be delivered by the Trustee to the registered Owner hereof in exchange or transfer herefor.

The Trustee may treat the registered Owner hereof as the absolute owner hereof for all purposes, whether or not this Note shall be overdue, and the Trustee shall not be affected by any knowledge or notice to the contrary; and payment of the interest on and principal of this Note shall be made only to such registered Owner as above provided, which payments shall be valid and effectual to satisfy and discharge the liability evidenced and represented by this Note to the extent of the sum or sums so paid.

The Series __ Authority Notes are a special obligation of the Authority and are secured by a pledge and assignment of a pool of the Tax and Revenue Anticipation Notes, Series __ (the "Series __ District Notes") issued by certain California school districts, community college districts and county offices of education (as more particularly described in the Indenture) (the "Participants"), under and by authority of Section 53853 and of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the Government Code of the State of California and pursuant to the terms of a resolution duly passed and adopted by the governing board of each Participant pertaining to its Series ___ District Notes (collectively, the "Participant Resolutions"), and payments with respect thereto, to the extent provided in the Indenture, subject to the provisions of the Indenture permitting the disbursement thereof for or to the purposes and on the conditions and terms set forth therein.

The Series __ Authority Notes are not subject to prepayment or redemption prior to the Series __ Principal Payment Date.

Upon satisfaction of certain provisions of the Indenture, the Authority may issue one or more additional series of California School Finance Authority State Aid Intercept Aid Notes (Fiscal Year 2020-21 School and Community College District Deferrals) (together with the Series ___ Authority Notes, the "Authority Notes"), payable from, and secured by a pledge and assignment of, a separate pool of tax and revenue anticipation notes issued by certain California school districts, community college districts and county offices of education (as more particularly described in the Indenture and any supplement thereto), some of which may also have issued Series ___ District Notes securing the Series ___ Authority Notes, which Series ___ District Notes may be payable on a parity with such tax and revenue anticipation notes.

[The following language is applicable only to Additional Authority Notes: Under the Indenture, the Authority has previously issued on _____, 20____, its outstanding California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series A, aggregating \$ _____ (the “Series A Authority Notes”), which are payable from, and secured by a pledge and assignment of, a separate pool of tax and revenue anticipation notes issued by certain California school districts, community college districts and county offices of education (as more particularly described in the Indenture and any supplement thereto), some of which may also have issued District Notes securing the Authority Notes, which District Notes may be payable on a parity with or priority over such tax and revenue anticipation notes.]

Reference is hereby made to the Indenture as the same may be amended and supplemented from time to time, for a description of the rights, limitation of rights, obligations, duties and immunities of the Authority, the Trustee and the registered Owners of the Authority Notes issued thereunder, including particularly the nature and extent of the security and provisions for payment of the Authority Notes and the relative priority of a certain portion of the Authority Notes and of the District Notes. Copies of the Indenture are on file in the principal corporate trust office of the Trustee in Los Angeles, California.

[The following paragraph is applicable to credit enhanced Authority Notes only: The payment of [up to the first \$ _____ of] principal of and interest on the Authority Notes [attributable to the first \$ _____ of payment defaults by the Participants with respect to their District Notes] is also secured by a letter of credit/policy of insurance issued by _____ in the amount of \$ _____ which letter of credit/policy of insurance expires on _____, _____, 20____ unless terminated earlier in accordance with its terms.]

The rights and obligations of the Authority, the Participants and of the holders and registered Owners of the Authority Notes may be modified or amended at any time in the manner, to the extent, and upon the terms provided in the Indenture, which provide, in certain circumstances, for modifications and amendments without the consent of or notice to the registered Owners of Authority Notes.

The Authority Notes are not a lien or charge upon any funds or property of the Authority (except to the extent of the aforementioned pledge and assignment) and are payable solely from Debt Service Payments of the District Notes by the Participants and from the funds and accounts established for such purpose by the Indenture. The Authority Notes are not a debt of any Participant or any member of the Authority, and no such Participant or member is liable in any manner for the payment thereof.

Each District Note constitutes the general obligation of the Participant issuing the same and shall be payable from taxes, income, revenue, cash receipts and other moneys which are received by the respective Participant during, or are attributable to, Fiscal Year 2020-21, and which are lawfully available therefor, all as set forth in the respective Participant Resolution. As security for the District Notes, each Participant has individually pledged certain of its unrestricted revenues received in the amounts and as of the dates provided in the respective Participant Resolution, plus in the month during which the final payment of Pledged Revenues is to occur, an amount sufficient to pay interest on such District Note.

Each Participant has certified that all acts, conditions and things required by the Constitution and laws of the State of California and the provisions of its Participant Resolution to exist, to have happened and to have been performed precedent to and in the issuance of its Series ___ District Notes do exist, have happened and have been performed in due time, form and manner as required by law and that its Series ___ District Note, together with all other indebtedness and obligations of such Participant, does not exceed any limit prescribed by the Constitution or laws of the State of California.

It is hereby certified and recited that any and all acts, conditions and things required to exist, to happen and to be performed, precedent to and in the incurring of the issuing of this Note, do exist, have happened and have been performed in due time, form and manner, as required by the Constitution and statutes of the State of California, and that this Note is not in excess of the amount of Authority Notes permitted to be issued under the Indenture.

This Note shall not be entitled to any benefit under the Indenture, or become valid or obligatory for any purpose, until the certificate of authentication hereon endorsed shall have been signed by the Trustee.

Unless this Note is presented by an authorized representative of The Depository Trust Company, a New York corporation (“DTC”), to the Trustee or its agent for the registration of transfer, exchange, or payment, and any Authority Note issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered Owner hereof, Cede & Co., has an interest herein.

IN WITNESS WHEREOF, this Note has been dated the date of initial delivery hereof, and has been executed by the manual or facsimile signature of the Chair of the Authority:

CALIFORNIA SCHOOL FINANCE
AUTHORITY

By _____
Chair

[FORM OF CERTIFICATE OF AUTHENTICATION AND REGISTRATION]

Authenticated by the manual signature of an authorized officer of the Trustee on the following date: _____

US. BANK NATIONAL ASSOCIATION, as
Trustee

By _____
Authorized Officer

[FORM OF ASSIGNMENT]

ASSIGNMENT

For value received, the undersigned do(es) hereby sell, assign and transfer unto _____ whose tax identification number is _____ the within Authority Note and do(es) hereby irrevocably constitute(s) and appoint(s) attorney to transfer such Authority Note on the register of the Trustee, with full power of substitution in the premises.

Dated:

SIGNATURE GUARANTEED BY:

Note: The signature(s) to this Assignment must correspond with the name(s) as written on the face of the within Authority Note in every particular, without alteration or enlargement or any change whatsoever, and the signature(s) must be guaranteed by an eligible guarantor institution.

EXHIBIT B

FORM OF REQUISITION FROM COSTS OF ISSUANCE FUND

U.S. Bank National Association
One California Street, Suite 1000
San Francisco, California 94111
Attn: [Mary Wong]

Re: California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series [__]

Requisition No.: _____

The undersigned authorized officer of the [California School Finance Authority] / [Municipal Advisor] hereby presents this Requisition for payment of Costs of Issuance, as that term is defined that certain Indenture dated as of [March 1, 2021] (the "Indenture"), by and between U.S. Bank National Association, as Trustee, and the California School Finance Authority (the "Authority"), in connection with the captioned financing (the "Series ___ Authority Notes").

Attached as Schedule I is a list of payees from whom invoices for Costs of Issuance have been received (copies of which are attached to said Schedule I). You are hereby directed to make payment by check or wire transfer (in accordance with the request of the respective payees) to said persons in the amounts invoiced but not in excess of the amounts identified in Schedule I. None of the items listed in Schedule I have been heretofore paid and each represents a proper charge against the Series __ Costs of Issuance Account of the Costs of Issuance Fund.

Date: _____, 2021

By: _____
Authorized Officer
[California School Finance Authority] /
[Municipal Advisor]

SCHEDULE I

PAYEES FROM SERIES ___ COSTS OF ISSUANCE ACCOUNT

The following costs are to be paid on behalf of the Authority and the Participants for the Costs of Issuance relating to the Series ___ Authority Notes and the Series ___ District Notes from amounts deposited in the Series ___ Costs of Issuance Account of the Costs of Issuance Fund for the Series ___ Authority Notes.

[See Attached]

EXHIBIT C

FORM OF REQUISITION FROM PROCEEDS ACCOUNT

To: U.S. Bank National Association, as Trustee

From: [Participant]

Re: California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series _ (the "Program")

Requisition No. ____

The undersigned, on behalf of the _____ District (the "Participant"), hereby requests payment, from the Proceeds Account of the Participant established with respect to the Participant's 2020-21 Tax and Revenue Anticipation Notes, Series [____], pursuant to the Program, the amount of \$ _____ [by wire/check (circle one)] for purposes for which the Participant is authorized to use and expend moneys loaned to it by the Authority under the CSFA Act. If the payment is by wire, please fill in the following information:

Name of Bank: _____

ABA#: _____

Account No. _____

Reference: _____

The undersigned hereby certifies as follows:

1. The amount requisitioned hereby from the Proceeds Account(s) of the Participant does not, as of the date hereof, exceed eighty-five percent (85%) of (a) the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts, and other moneys intended as receipts for the general fund of the Participant and attributable to Fiscal Year 2020-21 and which are generally available for the payment of current expenses and other obligations of the Participant (collectively, "unrestricted revenues") less (b) projected uncollectible unrestricted revenues of the Participant attributable to such Fiscal Year.

2. The amount requisitioned hereby is for a purpose for which the Participant is authorized to use and expend funds loaned to it by the Authority under the CSFA Act.

3. The amount requisitioned hereby (if invested under the Investment Agreement) is not being requisitioned for reinvestment in other investments.

4. Other funds of the Participant are not readily available for expenditure for such purpose with respect to any operating draws.

5. The information contained herein is true and correct as of the date of this Requisition.

6. The representations of the Participant set forth in Section 15 of the Resolution of the Participant, providing for the borrowing of funds for Fiscal Year 2020-21 and the issuance and sale of one or more Series of 2020-21 Tax and Revenue Anticipation Notes therefor and authorizing participation in the Program (the "Participant Resolution") are true and correct in all material respects as though made on and as of this date except to the extent that such representations relate to an earlier date.

7. As of the date hereof, no event has occurred and is continuing which constitutes an Event of Default under the Participant Resolution or would constitute an Event of Default but for the requirement that notice be given, or time elapse, or both.

8. [As of the date hereof, the Participant has not filed with the County Superintendent of Schools, the County Board of Education or the State Superintendent of Public Instruction, and has not received from the County Superintendent of Schools or the State Superintendent of Public Instruction, (a) a negative certification applicable to Fiscal Year 2019-20 or Fiscal Year 2020-21, or (b) a certification applicable to Fiscal Year 2019-20 or Fiscal Year 2020-21 that is lower than the certification held by the Participant on the date the above-captioned Series of Authority Notes were issued, except that, if such Participant provides a certification from the County Superintendent or State Superintendent of Public Instruction, as applicable, that repayment of such Participant's Note and any Additional Notes is probable is given, moneys may be disbursed if the downgrade is to a qualified certification.]

Dated: _____, 2021.

By: _____
Authorized Officer of the District Participant

DISTRICT NOTE PURCHASE AGREEMENT

This Note Purchase Agreement (the “Purchase Agreement”), dated as of the purchase date (the “Purchase Date”) specified in Exhibit A attached hereto and made a part hereof (inclusive of Schedule I, “Exhibit A”), entered into by and between each respective signatory school district, community college district or county office of education designated in Exhibit A, a political subdivision (respectively, the “District”) of the State of California (the “State”), severally and not jointly, and the California School Finance Authority (the “Authority”), for the sale and delivery of the District’s 2020-21 Tax and Revenue Anticipation Notes with the series and priority designations specified in Exhibit A (the “Notes”) in the principal amount specified in Exhibit A (the “Series Principal Amount”) to be issued in conjunction with certain series of notes of other Issuers (as hereinafter defined) participating in the Program as determined in the Confirmation of Pricing (as hereinafter defined) and pooled with certain series of notes of other Issuers, with the Notes and series of notes of other Issuers assigned to secure one or more series (each a “Series”) of notes of the Authority (the “Authority Notes”) as designated in Exhibit A;

WITNESSETH:

WHEREAS, school districts, community college districts and county boards of education are authorized by Sections 53850 to 53858, both inclusive, of the California Government Code (the “Act”) (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary notes;

WHEREAS, the governing board of the District (the “District Board”) has heretofore adopted its resolution finding that the District needs to borrow funds in its fiscal year ending June 30, 2021 (“Fiscal Year 2020-21”) in the principal amount not to exceed the principal amount set forth in Exhibit A (the “Principal Amount”) and that it is desirable that a portion of said sum be borrowed at this time by the issuance of the Notes in the Series Principal Amount in anticipation of the receipt by or accrual to the District during Fiscal Year 2020-21 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund of the District;

WHEREAS, on the applicable resolution date and applicable supplemental resolution date, if applicable, set forth in Exhibit A, the District Board and, because the District has not established fiscal accountability status, pursuant to Section 53853 of the Act, the Board of Supervisors of the County specified in Exhibit A, adopted/did not adopt (as specified in Exhibit A) a resolution and, if applicable, a supplemental resolution (collectively or singularly, as applicable, the “Resolution”) authorizing the issuance and sale of the Note in the name and on behalf of the District;

WHEREAS, the District has determined that it is in the best interests of the District to participate in the California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals Program (the “Program”), whereby participating school districts, community college districts and county offices of education (the “Issuers”) will simultaneously issue tax and revenue anticipation promissory notes for purchase by the Authority;

WHEREAS, from time to time, under the Program, the Authority may form one or more pools of notes (the “Pooled Notes”) each comprised of corresponding series of notes of a participating Issuer, and assign each such series of notes to a particular pool (the “Pool”) and sell one or more Series of Authority Notes secured by each Pool pursuant to an Indenture and, if applicable, one or more supplements thereto (collectively, the “Indenture”) between the Authority and U.S. Bank National Association (the “Trustee”), and sell each such Series of Authority Notes to RBC Capital Markets LLC and Citigroup Global Markets Inc., as co-managers, each as representatives of themselves and certain other underwriters of the Program (the “Underwriters”);

WHEREAS, the District, by adopting the Resolution and executing this Purchase Agreement, has acknowledged and approved the assignment of its Series of Notes to the particular Pool under the Indenture in connection with the Series of Authority Notes identified in Exhibit A, which assignment has been determined by the Authority in its sole discretion, acting upon the advice of Montague DeRose & Associates, its municipal advisor (the “Municipal Advisor”) and the Underwriters;

WHEREAS, as indicated in Exhibit A, the payment by the District of its Notes will/will not be secured in whole or in part (jointly, but not severally, with certain series of notes of the other participating Issuers assigned to the same Series of Authority Notes) by virtue or in form of such Series of Authority Notes being secured by a letter of credit, policy of insurance or other credit instrument (collectively, the “Credit Instrument”) to be issued in the case of a letter of credit or policy of insurance by the entity or entities designated in Exhibit A as the credit provider (the “Credit Provider”);

WHEREAS, in the case of a letter of credit or policy of insurance such Credit Instrument will be issued pursuant to a reimbursement or credit agreement or commitment letter (the “Credit Agreement”) as identified in Exhibit A;

WHEREAS, in order to participate in the Program, the District has agreed to be responsible for its share of the fees and expenses of the Trustee, and, if applicable and upon the determination of the Underwriters, the Credit Provider and the costs of issuing the Series of the Authority Notes, and the costs, if applicable and upon the determination of the Underwriters, of issuing the Credit Instrument, which anticipated fees, expenses and costs of issuance will be deducted from the purchase price set forth in Exhibit A and which unanticipated fees, expenses and costs of issuance will be billed to the District as the same arise;

WHEREAS, the costs of issuance which will be deducted from the purchase price set forth in Exhibit A for the District shall not be more than the greater of (a) one percent (1%) of the Series Principal Amount of the Notes, or (b) five thousand dollars (\$5,000), and shall be confirmed in the Confirmation of Pricing applicable to such Notes; and

WHEREAS, pursuant to the Program, the Authority is submitting this offer to purchase the Notes pursuant to this Purchase Agreement;

NOW, THEREFORE, the parties hereto agree as follows:

Section 1. Obligation to Purchase. Upon the terms and conditions and in reliance upon the representations, warranties and agreements set forth herein, the Authority hereby agrees

to purchase from the District, and the District hereby agrees to sell to the Authority, the Notes (as indicated in Exhibit A), as described herein and in the Resolution.

Section 2. Purchase Price. The purchase price of the Notes shall be the purchase price set forth in a Confirmation of Pricing supplement to be delivered by the Underwriters on behalf of the Authority to the District on a date within 10 days after actual pricing of such Notes (or such later date as approved by the Underwriters) which, upon execution by the District, shall be attached hereto as Schedule I (the “Confirmation of Pricing”) and incorporated as part of Exhibit A. The Note shall bear interest at an interest rate per annum set forth in the Confirmation of Pricing, which is hereby agreed to by and between the Authority and the District by its duly authorized officer executing this Purchase Agreement on behalf of the District.

Section 3. Delivery of and Payment for the Notes. The delivery of the Notes (the “Closing”) shall take place at 8:00 a.m., California time, on the closing date set forth in the Confirmation of Pricing or at such other time or date as may be mutually agreeable to the District, the Authority and the Underwriters, at the Los Angeles offices of Norton Rose Fulbright US LLP or such other place as the District, the Authority and the Underwriters shall mutually agree upon. At the Closing, the District shall cause the Notes to be delivered to the Authority, duly executed and authenticated, together with the other documents hereinafter mentioned, and the proceeds of the purchase price of the Notes set forth in the Confirmation of Pricing shall be deposited (i) in an amount indicated in the Confirmation of Pricing as the Deposit to the Proceeds Account of the District (and attributed to the Notes) held by the Trustee under the Indenture, and (ii) the remainder in the account (attributed to the Notes) in the Costs of Issuance Fund attributed to the Series of Authority Notes held by the Trustee under the Indenture. The District’s Notes shall be made available to the Authority for inspection at least 24 hours prior to Closing.

[FOR NON STATE-CREDIT ISSUERS] If at any time prior to 25 days after the Closing Date, any event occurs as a result of which information relating to the District included in the official statement of the Authority relating to the Series of Authority Notes (the “Official Statement”) contains an untrue statement of a material fact or omits to state any material fact necessary to make the statements therein in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Authority and the Underwriters thereof, and if, in the opinion of the Authority or the Underwriters, such event requires the preparation and publication of a supplement or amendment to the Official Statement, the District will cooperate with the Authority and the Underwriters in the preparation of an amendment or supplement to the Official Statement in a form and in a manner approved by the Authority and the Underwriters, and all reasonable expenses incurred thereby will be paid by the Underwriters.

Section 4. The Notes. The Notes shall be issued in registered form, without coupons in the full Series Principal Amount set forth in Exhibit A.

Section 5. Representations and Warranties of the District. The District represents and warrants to the Authority, the Underwriters and the Credit Provider, if any, that:

(a) All representations and warranties set forth in the Resolution are true and correct on the date hereof and are made for the benefit of the Authority and the Underwriters as if set forth herein.

(b) A copy of the Resolution has been delivered to the Authority and the Underwriters, and the Resolution will not be amended or repealed without the consent of the Authority and the Underwriters, which consent will not be unreasonably withheld.

(c) The District does not have “fiscal accountability status” within the meaning of Section 42650 of the Education Code of the State of California.

(d) The District has not revised its investment policy to contravene the policy set forth in Section 11(H) of the Resolution.

(e) The District has previously issued the 2020-21 Tax and Revenue Anticipation Notes (the “Prior Notes”), if any, indicated on Schedule I of Exhibit A hereto. Such Prior Notes are outstanding on the date hereof and are senior to, on a parity with or subordinate to the Notes, as indicated on Schedule I. No event of default has occurred and is continuing under the Resolution pursuant to which the Prior Notes were issued. The District is in compliance with all agreements and covenants contained in the Resolution.

Section 6. Conditions Precedent to the Closing. Conditions precedent to the Closing are as follows:

(a) The execution and delivery of the Notes consistent with the Resolution.

(b) Delivery of a legal opinion addressed to the District (with a reliance letter addressed to the Authority and the Credit Provider, if any), dated the date of Closing, of Norton Rose Fulbright US LLP (“Bond Counsel”) with respect to the validity of the Notes in form and substance acceptable to the District and its counsel.

(c) [Delivery of a legal opinion addressed to the Authority, the Underwriters and the Credit Provider, if any, dated the date of the Closing, of _____, special counsel to the District, regarding due authorization, execution, delivery and validity of the Notes, in form and substance acceptable to the Authority, the Underwriters, the Credit Provider and Bond Counsel.]

(d) If applicable, approval by the Credit Provider of the credit of the District and inclusion of the District’s Note in the assignment, together with certain series of notes of other Issuers, to the Series of Authority Notes to secure such Series of Authority Notes.

(e) Delivery of each certificate, document, instrument and opinion required by the agreement between the Authority and the Underwriters for the sale by the Authority and purchase by the Underwriters of the Series of Authority Notes.

(f) Delivery of such other certificates, instruments or opinions as Bond Counsel may deem necessary or desirable to evidence the due authorization, execution and delivery of documents pertaining to the applicable transaction and the legal, valid and binding nature thereof or as may be required by the Credit Agreement, if any, as well as compliance of all parties with the terms and conditions thereof.

Section 7. Events Permitting the Authority to Terminate. The Authority may terminate its obligation to purchase the Notes at any time before the Closing if any of the following occurs:

(a) Any legislative, executive or regulatory action (including the introduction of legislation) or any court decision which, in the judgment of the Underwriter, casts sufficient doubt on the legality of or the tax-exempt status of interest on obligations such as the Series of Authority Notes, so as to materially impair the marketability or to materially reduce the market price of such obligations;

(b) Any action by the Securities and Exchange Commission or a court which would require registration of the Notes, the Series of Authority Notes, or any instrument securing the Note or the Series of Authority Notes under the Securities Act of 1933, as amended, in connection with the public offering thereof, or qualification of the Resolution or the Indenture under the Trust Indenture Act of 1939, as amended; or

(c) Any restriction on trading in securities, or any banking moratorium, or the inception or escalation of any war or major military hostilities which, in the judgment of the Underwriter, substantially impairs the ability of the Underwriters to market the Series of Authority Notes.

(d) The Underwriters terminate their obligation to purchase the Series of Authority Notes pursuant to their agreement with the Authority for the purchase of such Series of Authority Notes.

Neither the Underwriters nor the Authority shall be responsible for the payment of any fees, costs or expenses of the issuance, offering and sale of the District's Notes except the Underwriters shall be responsible for California Debt and Investment Advisory Commission fees and for their own internal costs. The fees, costs and expenses that are categorized in the "Costs of Issuance" definition in the Indenture shall be paid from the applicable account in the Costs of Issuance Fund applicable to the Series of Authority Notes corresponding to the Note. The District shall pay as set forth in the Resolution any additional costs attributable to it other than the fees, costs and expenses so payable from the applicable account in the Costs of Issuance Fund.

Section 8. Limited Liability. Notwithstanding anything to the contrary contained herein or in any series of notes or in any other document mentioned herein or related to the Notes or to any Series of Authority Notes to which the Notes are assigned, neither the County nor the District shall have any liability hereunder or by reason hereof or in connection herewith or with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 11 of the Resolution of the District.

Section 9. Credit Agreement. The District hereby agrees to comply with all lawful and proper requests of the Authority in order to enable the Authority to comply with all of the terms, conditions and covenants binding upon it, if any, under the Credit Agreement, if any, applicable to the Notes.

Section 10. Default. If any "Event of Default" under the Resolution shall occur, the District, the Trustee and the Credit Provider, if any, shall take the remedial steps as and to the extent provided in the Resolution, the Indenture and the Credit Agreement.

Section 11. Notices. Any notices to be given to the Authority or the Underwriters under the Purchase Agreement shall be given in writing at the addresses set forth in Exhibit A. Any notices to be given to the District shall be given in writing to the address specified in Exhibit A.

Section 12. No Assignment. The Purchase Agreement has been made by the District and the Authority, and no person other than the District named in Exhibit A and the Authority or their successors or assigns and the Underwriters shall acquire or have any right under or by virtue of the Purchase Agreement. All of the representations, warranties and agreements contained in the Purchase Agreement shall survive the delivery of and payment by the Authority for the Notes and any termination of the Purchase Agreement.

Section 13. Applicable Law. The Purchase Agreement shall be interpreted, governed and enforced in accordance with the laws of the State of California.

Section 14. Effectiveness. The Purchase Agreement shall become effective as to the Notes upon the execution hereof and execution of the Confirmation of Pricing applicable to such Notes by the District, and the Purchase Agreement, including the Confirmation of Pricing applicable to such Notes, shall be valid, binding and enforceable as to such Notes from and after the time of such effectiveness.

Section 15. Severability. In the event any provision of the Purchase Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 16. Execution in Counterparts; Electronic Signatures and Electronic Records. The Purchase Agreement may be executed and entered into in several counterparts, including counterparts that are manually executed and counterparts that are executed with an electronic signature, each of which shall be deemed an original, and all of which shall constitute but one and the same instrument; provided, however, that each signatory District shall be bound severally and only by and to the extent of the terms of Exhibit A applicable to such District, as incorporated herein. The person associated with any such signature shall be deemed to have had the intent to sign this Purchase Agreement with an electronic signature and agrees that execution of this Purchase Agreement by electronic signature is attributable to such person. All parties executing this Purchase Agreement expressly agree under the California Uniform Electronic Transactions Act (“UETA”) (California Civil Code §1633.1 et seq.), that this Purchase Agreement and all other agreements, certificates, opinions and similar records (“documents”) relating to the Notes constitute a “transaction” under the UETA and expressly agree to allow all aspects of the transaction to which the UETA can apply to be conducted by electronic means. For these purposes, a signature by fax, e-mail, or other electronic technology on a document relating to the Notes shall constitute an “electronic signature” to an “electronic record” under the UETA with respect to this specific transaction.

An electronic signature means a signature that is executed by symbol attached to or logically associated with a record and includes facsimile signatures or signatures transmitted by electronic mail in so-called PDF format. All parties to this Purchase Agreement (a) agree that an electronic signature, whether digital or encrypted, of a party to this Purchase Agreement or any other electronic record associated with the Notes is intended to authenticate this writing and to

have the same force and effect as a manual signature; (b) intended to be bound by the signatures (whether original, faxed, or electronic) on any document relating to the Notes sent or delivered by facsimile or electronic mail or other electronic means; (c) are aware that the other party(ies) will rely on such signatures; and, (d) hereby waive any defenses to the enforcement of the terms of this Purchase Agreement or any other document related to the Notes based on the foregoing forms of signature.

[Remainder of page intentionally left blank.]

**CALIFORNIA SCHOOL FINANCE
AUTHORITY**

By _____
Executive Director

Accepted:

U.S. BANK NATIONAL ASSOCIATION

By _____
Authorized Officer

EXHIBIT A

Each following page shall be used by the District to execute and enter into the Purchase Agreement between the District (severally and not jointly with other school districts, community college districts and county boards of education) and the California School Finance Authority, and shall bind the District to all of the terms and conditions of this Purchase Agreement, subject to the additional terms of this Exhibit A, including Schedule I.

District: Galt Joint Union Elementary School District

Address: 1018 C Street, Suite 210
Galt, CA 95632

County: Sacramento

Executed and entered into on the Purchase Date set forth in Schedule I attached hereto and incorporated herein.

Galt Joint Union Elementary School District

By _____

Name: Lois Yount

Title: Director, Business Services

Notices. Any notices to be given to the Authority or the Underwriters under the Purchase Agreement shall be given in writing at the following addresses:

If to the Authority:

California School Finance Authority
300 S Spring Street, Suite 8500
Los Angeles, California 90013
Attention: Executive Director
Katrina.johantgen@treasurer.ca.gov

California State Treasurer's Office
Public Finance Division
915 Capitol Mall, Room 261
Sacramento, California 95814
Attention: Director
bfowler@treasurer.ca.gov

If to the Underwriters, to the Senior Managers:

RBC Capital Markets, LLC
777 South Figueroa Street, Suite 850
Los Angeles, California 90017
Attention: Managing Director
Greg.dawley@rbccm.com

Citigroup Global Markets, Inc.
300 South Grand Avenue, Suite 3110
Los Angeles, California 90071
Attention: Managing Director
Christopher.mukai@citi.com

SCHEDULE I
CONFIRMATION OF PRICING
APPLICABLE TO THE DISTRICT SERIES A NOTES

School District Information:

School District: Galt Joint Union Elementary School District

Address: 1018 C Street, Suite 210, Galt, CA 95632

County: Sacramento

C-D Code (K-12 only): 34-67348

Joint Senior Managers: RBC Capital Markets, LLC and Citigroup
Global Markets, Inc.

Trustee: U.S. Bank National Association

Terms of the Note:

Priority of Note:

Note Series Senior

Series Principal Amount of the Note: Series A

Priced to Yield: \$ _____

Interest Rate (Note Rate): _____%

Default Rate: _____%

Maturity Date: As specified in the Indenture.
_____, 20__

Interest Payment Date(s): _____, 20__

Premium: \$ _____

Underwriters' Discount \$ _____

Purchase Price
(Principal + Premium - UW Discount): \$ _____

Costs of Issuance \$ _____

Deposit to Proceeds Account (Series A): (net
of costs of issuance) \$ _____

Amount due at Maturity (Principal Amount
plus interest) \$ _____

Series of Authority Notes to which Note will be assigned: California School Finance Authority State Aid Intercept Notes (Fiscal Year 2020-21 School and Community College District Deferrals), Series ____]

Purchase Date: _____, 2021

Closing Date: _____, 2021

Approval Information:

Date of School District’s Resolution: [December 14, 2020]

Date of School District’s Supplemental Resolution N/A

Maximum Borrowing Amount approved by District (“Principal Amount”) [\$7,000,000]

District has Fiscal Accountability Status: [No]

County adopted Resolution: [___ yes ___ no]

Repayment Period:

First Repayment Period: _____, 20____ [Percentage of total Series] [__%]
through and including _____, 20____ Principal Amount [and \$____
interest thereon due at maturity]:

Second Repayment Period: _____, 20____ [Percentage of total Series] [__%]
through and including _____, 20____ Principal Amount [and \$____
interest thereon due at maturity]:

Third Repayment Period: _____, 20____ [Percentage of total Series] [__%]
through and including _____, 20____ Principal Amount [and \$____
interest thereon due at maturity]:

Fourth Repayment Period:	_____, 20____ through and including _____, 20____	interest thereon due at maturity]: [Percentage of total Series] [__%] Principal Amount [and interest thereon due at maturity]: [Percentage of total Series] [__%] Principal Amount and interest thereon due at maturity:	\$_____ \$_____ \$_____
Fifth Repayment Period:	_____, 20____ through and including _____, 20____	interest thereon due at maturity]: [Percentage of total Series] [__%] Principal Amount [and interest thereon due at maturity]: [Percentage of total Series] [__%] Principal Amount and interest thereon due at maturity:	\$_____ \$_____ \$_____

Alternative Provisions Permitted by Resolution:

The following alternative provisions permitted by the Resolution shall apply with respect to the Series A Notes (capitalized undefined terms shall have the meanings ascribed thereto in the Resolution):

1. [TO BE UPDATED BASED ON STATE CREDIT ISSUER STATUS] [The Trustee shall transfer to the District's Payment Account relating to its Series A Notes from Deferral Amounts of the District received and attributed to such Series of Notes on the first day of each Repayment Period, amounts which, taking into consideration anticipated earnings thereon to be received by the Maturity Date, are equal to the percentages of the principal and interest due with respect to such Series of Notes at maturity for the corresponding Repayment Period set forth in the applicable Confirmation of Pricing; provided, however, that on the first day of the last Repayment Period designated in such Confirmation of Pricing, or, if only one Repayment Period is applicable to the Series A Notes, on the first day of the Repayment Period designated in such Confirmation of Pricing, the Trustee shall transfer all Deferral Amounts of the District received and attributed to such Series of Notes to the related Payment Account all as and to the extent provided in the Indenture; provided, however, that with respect to the transfer in any such Repayment Period (or single Repayment Period), if said Deferral Amount attributed to such Series of Notes is less than the corresponding percentage set forth in the Confirmation of Pricing applicable to such Series of Notes of the principal and interest due with respect to such Series of Notes at maturity, the Trustee shall transfer to the related Payment Account attributed to such Series of Notes of the District all Deferral Amounts attributed to such Series of Notes on the day designated for such Repayment Period.]

2. [TO BE UPDATED BASED ON STATE CREDIT ISSUER STATUS] As provided in Section 53857 of the Act, notwithstanding the provisions of Section 53856 of the Act and of subsection (C) of Section 11 of the Resolution, all Series of Notes issued under the Resolution shall be general obligations of the District and, in the event that on the tenth Business Day (as defined in the Indenture) prior to the end of a Repayment Period the [Trustee for State Credit Issuer][District] has not received sufficient [Deferral Amounts][Unrestricted Revenues] of the District to permit the deposit into each Payment Account of the full amount of Pledged Revenues to be deposited therein from said [Deferral Amounts][Unrestricted Revenues] in such Repayment Period, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of all Series of Notes and the interest thereon, as and when such other moneys are received or are otherwise legally available, in the following order of priority: first, to satisfy pro-rata any deficiencies attributable to any Series of Senior Notes; second, to satisfy pro-rata any deficiencies attributable to any Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to satisfy any deficiencies attributable to any other Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Confirmation of Pricing, in such order of priority.]

Prior Notes:

Prior tax and revenue anticipation notes for 2020-21 fiscal year: [None]

Seniority Status of Prior Notes: N/A

Certifications:

The undersigned District officer (the “Authorized Officer”) hereby certifies that he/she has reviewed the Purchase Agreement dated the Purchase Date set forth on the first page of this Confirmation of Pricing Supplement (the “Purchase Agreement”), by and between the District and the California School Finance Authority, attached hereto and that:

(1) The undersigned has been duly authorized by the Governing Board of the District to execute this Confirmation of Pricing Supplement and take the other actions contemplated herein.

(2) The sale of the District’s Notes as contemplated in the Purchase Agreement, on the terms and conditions set forth in this Confirmation of Pricing Supplement, is hereby approved.

(3) The representations, warranties and covenants set forth in Section 5 of the Purchase Agreement and Section 15 of the District’s Resolution authorizing the Note are true and correct on and as of the date hereof.

(4) [As of the date hereof, the District has not filed or received a qualified or negative certification in Fiscal Year 2019-20 or Fiscal Year 2020-21 within the meaning of Section 42133 of the Education Code of the State of California. The District covenants that it will immediately deliver a written notice to the Authority, Underwriters, the Credit Provider (if applicable) and Bond Counsel (Norton Rose Fulbright US LLP) if it (or, in the case of County Offices of Education, the County Superintendent of Schools) files with the County Superintendent of Schools, the County Offices of Education or the State Superintendent of Public Instruction or receives from the County Superintendent of Schools or the State Superintendent of Public Instruction a qualified or negative certification applicable to Fiscal Year 2019-20 or Fiscal Year 2020-21 prior to the Maturity Date or the Closing Date of the Notes set forth above.]

[ALTERNATIVE PARAGRAPH IF DISTRICT FILED/RECEIVED A QUALIFIED CERTIFICATION]

[(4) As of the date hereof, the District has filed or received a qualified certification [or negative certification] in Fiscal Year 2019-20 or Fiscal Year 2020-21 within the meaning of Section 42133 of the Education Code of the State of California. The District covenants that it will immediately deliver a written finding that payment of the Note is probable by the County Superintendent of Schools (in the case of a school district) or the Superintendent of Public Instruction (in the case of a county office of education) to the Trustee, the Underwriters, the Credit Provider (if applicable), and Bond Counsel (Norton Rose Fulbright US LLP). The District also covenants that it will immediately deliver a written notice to the Trustee, the Underwriters, the Credit Provider (if applicable) and Bond Counsel if it (or, in the case of County Offices of Education, the County Superintendent of Schools) files with the County Superintendent of

Schools, the County Office of Education or the State Superintendent of Public Instruction, or receives from the County Superintendent of Schools or the State Superintendent of Public Instruction, a negative certification applicable to Fiscal Year 2019-2020 or a qualified or negative certification applicable to Fiscal Year 2020-21 prior to the Maturity Date or the Closing Date of the Notes set forth above.]

(5) As of the date hereof, (A) the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and to be issued by the District (and all subordinate entities of the District) during calendar year 2021, including the Series Principal Amount of the Notes, is not reasonably expected to exceed \$15,000,000 and (B) the Series Principal Amount of the Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds) issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2021, is not reasonably expected to exceed \$5,000,000. The District has not and will not undertake any actions with the primary purpose of increasing the size of the District's Notes.

[ALTERNATIVE PARAGRAPH IF DISTRICT WILL BE SAFE HARBOR ISSUER]

[(5) The District covenants that it shall make all calculations in a reasonable and prudent fashion relating to any rebate of excess investment earnings on the proceeds of the Notes due to the United States Treasury, shall segregate and set aside from lawfully available sources the amount such calculations may indicate may be required to be paid to the United States Treasury, and shall otherwise at all times do and perform all acts and things necessary and within its power and authority, including complying with the instructions of Norton Rose Fulbright US LLP, Bond Counsel referred to in Section 16 of the Resolution, to assure compliance with the rebate requirement (the "Rebate Requirement") contained in Section 148(f) of the Code. If the balance in the Proceeds Account treated for federal tax purposes as proceeds of the Notes attributable to cash flow borrowing is not low enough to qualify amounts held in the Proceeds Account for an exception from the Rebate Requirement on at least one date within the six month period following the date of issuance of the Notes (calculated in accordance with Section 16 of the Resolution and [Section III] of the District Certificate), the District will reasonably and prudently calculate the amount, if any, of investment profits which must be rebated to the United States and will immediately set aside, from revenues attributable to the Fiscal Year 2020-21 or, to the extent not available from such revenues, from any other moneys lawfully available, the amount of any such rebate referred to in Section 16 of the Resolution. [As set forth in greater detail in the District Tax Certificate, the District will certify as to its reasonably expected "maximum anticipated cumulative cash-flow deficit." To the extent, as set forth in the District Tax Certificate, less than 100% of the proceeds of the District Notes are treated as "spent" for purposes of Section 148 of the Internal Revenue Code of 1986 (the "Code") and the Treasury Regulations thereunder (the "Arbitrage Regulations"), the District shall be subject to the arbitrage rebate requirements (the "Rebate Requirement") of Section 148 of the Code. In such event, the District shall promptly notify the Authority in writing using a form of notification appended to the District Tax Certificate, that the District Notes do not qualify for an exception to arbitrage rebate and, therefore, proceeds of the District Note must be taken into account by the Authority's arbitrage rebate consultant in calculating the Authority's rebate liability, if any, with respect to the issue of Authority Notes to which the District Notes are allocable. The District agrees to pay to the Authority the District's

share of the Authority's rebate liability, if any, as determined by the Authority's arbitrage rebate consultant.]

(6) The District covenants that it will not issue any additional tax and revenue anticipation notes during Fiscal Year 2020-21 unless such additional notes are issued in compliance with Section 5 of such Note Resolution.

(7) The District covenants that it will promptly notify the Credit Provider, if any, the Underwriters and the Authority if (i) any State aid to the District is rescinded, (ii) the District voluntarily elects to have any such State aid deposited directly with the Trustee, (iii) the District changes any such direct deposit, or (iv) any event occurs which constitutes an Event of Default under the Resolution or would constitute an Event of Default but for the requirement that notice be given, or time elapse, or both.

(8) [FOR NON STATE-CREDIT ISSUERS] I have reviewed the Preliminary Official Statement accompanying this Confirmation of Pricing Supplement and, on behalf of the District, the information contained therein relating to the District does not contain any untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading.

(9) The Trustee is hereby authorized to fill in any blank spaces contained in the District's series of Notes, in conformity with Section 12 of the Resolution and this Confirmation of Pricing Supplement.

(10) I have read the Indenture accompanying this Confirmation of Pricing Supplement and approve all terms thereof and any changes made to the form approved pursuant to Section 6 of the Resolution. The District acknowledges that the Authority is authorized to execute the Indenture, to assign the Series of Notes to the Trustee under the Indenture and to issue the Series of Authority Notes pursuant to the Indenture.

(11) [FOR NON STATE-CREDIT ISSUERS] In order to assist the Authority in fulfilling its obligation to timely report the occurrence of certain enumerated events as set forth in Rule 15c2-12(b)(5) adopted by the U.S. Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended, the District hereby obligates itself to report (within 5 business days of the occurrence thereof) to the Authority and U.S. Bank National Association, as trustee, the occurrences of the following events: (i) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation (as defined below) of the District, any of which reflect financial difficulties, and (ii) the incurrence of a Financial Obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect security holders, if material.

“Financial Obligation” means (i) a debt obligation (i.e., short-term and long-term obligations under the terms of an indenture, loan agreement, lease or similar contract, regardless of the length of the debt obligation's repayment period), (ii) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation, or (iii) a guarantee of a debt obligation or derivative instrument.

“Financial Obligation” does not include (i) ordinary financial and operating liabilities incurred in the normal course of business by an issuer, or (ii) municipal securities as to which a final official statement has been provided to the Municipal Securities Rulemaking Board through its Electronic Municipal Market Access system and for which the District has entered into a continuing disclosure agreement.

(12) If the Permitted Investment is the Investment Agreement, I have read the draft Investment Agreement (in substantially final form) accompanying this Confirmation of Pricing Supplement and, on behalf of the District, approve their terms and authorize and request the Trustee to enter into the Investment Agreement.

(13) The following officers of the District hold their respective offices as of this date and will hold their respective offices as of _____, 2021:

[List signatories to Resolution’s Secretary’s Certificate, Note (if applicable), Purchase Agreement, and District Closing Certificate]

Dr. Karen Schauer – Superintendent

Lois Yount – Director, Business Services

[_____ – Board President]

[_____ – Clerk of the Board of Education]

(If any of the foregoing individuals no longer holds his/her respective office, please cross out the name of such person and print above it the name of the person succeeding to that office.)

Agreed and accepted to on the Purchase Date set forth above.

GALT JOINT UNION ELEMENTARY SCHOOL
DISTRICT

By: _____
Name: Lois Yount
Title: Director, Business Services



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.148 Board Consideration of Approval of Resolution No. 8; Notice of Completion for McCaffrey Middle School Track and Field Project
Presenter: Lois Yount	Action Item: XX Information Item:

On July 22, 2020, the Board approved a Lease-Leaseback Agreement between the District and S+B James Construction California Inc. for the McCaffrey Middle School Track and Field Project. This project has been substantially completed and we are requesting Board approval of Resolution No. 8, Notice of Completion.

Construction services included:

- Concrete
- Masonry
- Electrical
- Earthwork and Landscaping
- Irrigation
- Utilities
- Synthetic Track

Original contract estimate was \$1,598,188. Due to added concrete sidewalk and bleacher pad, the final contract increased by \$26,628.

With Board approval, the Notice will be sent to the Sacramento County Recorder's Office for recording. Included is the contingency log.

Final Contract Amount: \$1,624,816 Developer Fees and JPA

RESOLUTION NO. 8

**BEFORE THE BOARD OF EDUCATION
OF THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT**

**ACCEPTING FINAL COMPLETION OF CONTRACT FOR THE
MCCAFFREY MIDDLE SCHOOL TRACK AND FIELD PROJECT
S+B JAMES CONSTRUCTION CALIFORNIA INC.**

WHEREAS, on the 22nd of July, 2020, a Lease-Leaseback Agreement was entered into by and between the Galt Joint Union Elementary School District, State of California, as Owner, and S+B James Construction California Inc., Sacramento, California, 95691 as Contractor, for the McCaffrey Middle School Track and Field Project (the "Project") in accordance with the plans and specifications thereof;

WHEREAS, California Public Contract Code section 7107 authorizes a school district to accept a construction project after its completion;

WHEREAS, California Civil Code section 3093 requires a school district to record a notice of completion with the county recorder's office after a project is deemed complete; and

WHEREAS, after construction of a project is deemed complete, California Public Contract Code section 7107 requires a school district to release any retained funds deemed legally appropriate.

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS, that the work contracted for as herein mentioned is declared to have been completed and is hereby accepted by the Galt Joint Union Elementary School District, as Owner, and that the balance due under the Project's agreement is to be paid to the Contractor according to its terms.

The District's Superintendent, Karen Schauer, Ed.D. is hereby authorized and directed to execute and cause to be recorded a Notice of Completion in the form attached hereto on behalf of the Owner.

PASSED AND ADOPTED this 14th day of December, 2020, by the following vote of the Board of Education of the Galt Joint Union Elementary School District:

AYES:
NOES:
ABSENT:

Galt Joint Union Elementary School District
_____, President

ATTEST:

RECORDING REQUESTED BY

Galt Joint Union Elementary School
District

AND WHEN RECORDED MAIL TO

Galt Joint Union Elementary School
District
1018 C Street, Suite 210
Galt, CA 95632
Attn: Alicia Villano

(Space Above this Line for Recorder's Use)

NOTICE OF FINAL COMPLETION

MCCAFFREY MIDDLE SCHOOL TRACK AND FIELD PROJECT

No fee document – for the benefit of the government per Government Code 6103.

NOTICE IS HEREBY GIVEN that the Galt Joint Union Elementary School District of the County of Sacramento, State of California, as Owner of the property hereinafter described entered into an agreement between itself, as Owner, and S+B James Construction California Inc., Sacramento, California, as Contractor, for the completion of the McCaffrey Middle School Track and Field Project, in accordance with plans and specifications thereof.

NOTICE IS FURTHER GIVEN that the work under the terms of said agreement was completed to the satisfaction of the owner on November 18, 2020, and by Resolution of Acceptance of Completion passed and adopted by the Board of Education on December 14, 2020.

The name and address of owner is Galt Joint Union Elementary School District, 1018 C Street, Suite 210, Galt, CA 95632, and the nature of the interest of such owner is a fee simple title.

The address where the work was performed is located at 997 Park Terrace Drive, Galt, California, 95632.

The name of the contractor is, S+B James Construction California Inc., Sacramento, CA, 95691.

**GALT JOINT UNION ELEMENTARY
SCHOOL DISTRICT**

BY: _____
Karen Schauer, Ed.D
Superintendent

McCaffrey Track and Field

PCO #	Description	Document Reference	ROM	Date Submitted	Status	Final Amount	Date Approved/Rejected	Design Contingency	Construction Contingency	Allowance	District Contingency	Comments
1	ALLOWANCE: Alternate Entrance at Marengo Road										\$ 2,000.00	
2	SWPPP due to completion date in November a Waiver by Warren Consult is no longer available. This includes submission to state, monitoring, etc.	Schedule Change		8/5/2020	Approved	\$ 16,517.00	8/10/2020		\$ 16,517.00			
3	Existing Irrigation conflict with Storm Drain	Field Observation	\$ -	N/A	N/A	N/A						
4	Additional IT Conduit Pathways on North Side of Track	Owner Request	\$ -	9/2/2020	Rejected							
5	Concrete Sidewalk and Bleacher Pad	Owner Request		9/9/2020	Approved	\$ 76,594.00	9/16/2020	\$ 35,086.00	\$ 18,569.00		\$ (2,000.00)	
6	Upsize #10 gauge wire to #2 gauge	Field Observation		9/30/2020	Approved	\$ 5,689.00	11/12/2020					
ROM TOTAL			\$ -									
								Total	\$ 35,086.00	\$ 35,086.00	\$ -	
								Total Original in GMP	\$ 35,086	\$ 35,086	\$ 2,000	
								Transfer			\$ (2,000)	\$ 2,000
								Total Approved	\$ 35,086	\$ 35,086	\$ -	\$ (2,000)
								Remaining	\$ -	\$ -	\$ -	\$ -

Cumulative Contingency Remaining	\$ -
Allowance Remaining	\$ -
LESS ROM TOTAL	\$ -
Cumulative Contingency and Allowance Remaining W/ ROM Pricing Incl	\$ -
Total Estimate dated 3/13/2020	\$ 1,598,188.00
Change Order #1 Added Concrete Flatwork	\$ 20,939.00
Change Order #2 Upsize #10 Gauge Wire	\$ 5,689.00
Revised Contract Amount (approved to date)	\$ 1,624,816.00



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.149 Board Consideration of Approval of 2019-2020 GJUESD Single Plans for Student Achievement
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

The Single Plans for Student Achievement (SPSA) reflect site-based implementation of Local Control Accountability Plan (LCAP) along with state and federal budget and plan requirements.

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable

The plans are designed to support the implementation of the Common Core State Standards (CCSS) for all students. The plans will be adjusted throughout the 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 2019. Because of the Covid-19 pandemic and extended school closure, State testing was not administered in Spring 2020 and the new dashboard for 2020 was not released.

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: **2020-21**

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	12/13/20	

Purpose and Description

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

Schoolwide Program

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

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

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

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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; District Polls, Bullying Awareness and Needs, Youth Engagement Focus Group, and Facilities Master Plan, CalSCHLS Survey. These surveys revealed a need for attention to the issues of bullying and its impact on student engagement and the provision of added support in meeting the social emotional needs of students. Survey results also revealed the impact of instilling a growth mindset and a desire to persevere in our students. Results revealed that students feel safe on our campus. Poll results revealed Lake Canyon students have a strong sense of engagement and hope for their futures with students indicating a strong sense of engagement in school and a strong sense of hope for their futures. Parent and staff surveys indicate a strong sense of well-being and support of school-wide systems.

Students are hopeful and engaged per the Cal Schools Survey. School Engagement and Supports Grades 5/6 CalSCHLS Survey results by percentage:

School connectedness† 88/ 82

Academic motivation† 89/ 86

Caring adults in school† 95/ 83

High expectations-adults in school† 96 /91

Meaningful participation† 52/ 54

Facilities upkeep† 95/ 93

Parent involvement in schooling† 86/ 85

Social and emotional learning supports† 93 /87

Anti-bullying climate† 90 /84

School Safety Grades 5/6 results by percentage:

Feel safe at school† 100 /86

Feel safe on way to and from school† 91 /91

Been hit or pushed 33/ 27

Mean rumors spread about you 36/ 42

Called bad names or target of mean jokes 26/ 36

Saw a weapon at school 9 /11

School Disciplinary Environment Grades 5/6 results by percentage:

Rule clarity† 88/ 93

Students well behaved† 72/ 52

Students treated fairly when break rules† 47/ 73

Students treated with respect† 98/ 91

Substance Use and Physical/Mental Health Grades 5/6 results by percentage:

Alcohol or drug use 7/ 16

Marijuana use 0/ 0

Cigarette use 0/ 0

Vaping 0/ 2

Late bedtime (after 10 pm) 14 /28

Experienced sadness† 12/ 14

Key Indicators/Percent Agree/Strongly Agree from CalSCHLS Parent Survey:

Parental Involvement- 80%
School Supports for Students- 86%
Fairness, Rule Clarity, and Respect for Diversity- 77%
Substance Abuse and Bullying- 69%
Facilities- 93%

Key Indicators/Percent Agree/Strongly Agree from CalSCHLS Staff Survey:

School Supports for Students- 95%
School Supports for Staff- 85%
School Safety- 93%
Fairness, Rule Clarity, and Respect for Diversity- 91%
Student Behavior-87%
Substance Abuse and Mental Health - 5%

Classroom Observations

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

School administrators perform formal and informal observations of employees. Certificated staff are regularly observed and provided feedback. Classified staff are observed and provided feedback. All Lake Canyon staff are performing their assigned position descriptions and are meeting or exceeding performance goals. Ongoing professional development is prioritized and offered for all employee groups. Certificated staff have access to participating in self-evaluation through self-reflection professional rubrics. Certificated staff have access to peer observations and feedback.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Lake Canyon student achievement is measured using the Measures of Academic Progress (MAP) assessment by NWEA, ELPAC and the CAASPP assessment. The data from these assessments informs personalized academic plans for each student.

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

Lake Canyon students are assessed using district benchmark assessments and through the MAP assessment each Trimester. The data from these assessments informs personalized academic plans for each student. Changes and updates to these plans are made regularly to meet the changing needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Lake Canyon certificated staff is highly qualified.

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

100% of Lake Canyon certificated staff has access to professional development, instructional materials, training opportunities and conferences, webinars, and professional development release time which includes access to instructional materials training on SBE-adopted instructional materials including, but not limited to ELA curriculum training, SIPPS training, Benchmark ELD training.

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

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards and Next Generation Science Standards (NGSS)) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD) and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop Educational Personalized Learning Plans (PLPs) (personal goal-setting) .

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

Lake Canyon teachers have the assistance and support of instructional coaches along with the support and guidance of district and school site administrators. All staff coaching and development is aligned to the current content standards (Common Core State Standards, CA ELD Standards and Next Generation Science Standards) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to strongly teach the CCSS and the NGSS. The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize training opportunities and tie them to their own personalized professional development. Additionally, teachers and administrators develop Educational PLPs (personal goal-setting).

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

All Lake Canyon teachers actively participate in grade level and grade span professional learning communities (PLC). Each PLC is afforded time weekly for planning and collaboration. All staff collaboration is aligned to support the implementation of the current content standards (CCSS and NGSS) and the assessed needs of the students of Lake Canyon.

Teaching and Learning

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

All Lake Canyon curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

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

Lake Canyon meets the recommended instructional minutes for all core subjects including literacy and math. Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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

The year long schedule of Lake Canyon allows teachers the flexibility to incorporate sufficient intervention courses. Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in need of support outside of the regular classroom will have access to before and after school programs offering strong differentiated small group intervention support, the Galt Assisted Learning and Enrichment Program (GALEP), Service Learning, and First Five school readiness programs. In addition, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support, ABC High School Mentor tutoring, and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program.

Monthly Response to Intervention (MTSS) referral meetings provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning. Additionally, a teacher support provider (TSP) from the MTSS referral team will communicate and support teachers to monitor the progress these students are making.

Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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

100% of instructional materials are available to all student groups and aligned to the current adopted CCSS and NGSS. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies.

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

All instructional material are aligned with SBE-adopted and standards aligned benchmarks. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies. Administrators monitor the implementation of district standards-aligned curriculum through frequent classroom observations and teacher evaluation processes.

Opportunity and Equal Educational Access

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

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

All services provided by the regular school program enable under-performing students to meet standards. For example, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support, ABC High School Mentor tutoring, and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Evidence-based educational practices to raise student achievement

Lake Canyon utilizes research based educational practices such as the implementation of a multi tiered system of supports and lessons and units based on universal design. Response to Intervention systems are in place to support the needs of identified students. Teachers collaborate weekly and each trimester through the academic conference model to engage in analysis of student progress and growth based on formative and district assessments. PLPs for each student prescribe intervention and enrichment pathways based on the current CCSS, ELD Standards and NGSS. Student engagement is maximized through interest based project and inquiry based lessons and units across all subjects. A wide variety of interest based after school clubs and academic competition opportunities as well as guest speakers, field trips, and activities enlarge student engagement. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Parental Engagement

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

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parenting classes and provides access to community based tutors.

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

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parent academies and classes and provides access to community based tutors. Lake Canyon provides IAs to support instruction. An annual parent-school compact outlines these resources for parents. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House/Celebration of Learning, Literacy Nights, and other school events

Funding

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

Lake Canyon has a full time school licensed social worker, health assistant and school nurse, offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. Title I, II, and III funding support the goals and actions of the school and are directly linked and referenced in our Galt Joint Union Elementary School District's LCAP goals through the implementation of personalized learning growth plans for every student and staff member, adopted standards (CCSS and NGSS) taught in blended and flexible settings, the application of measures for continuous improvement, and the provision of school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Fiscal support (EPC)

SWP funds and state and local funding, including Supplemental and Concentration funding and state Educator Effectiveness funding, will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the English Learner subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including Economic Impact Aid (EIA), Title I and Title III.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school advertised for school site council members via the school website during the months of August and September. Nominations and letters of interest were followed by the election of the current council members. Meeting dates for the school site council- Nov. 30th, 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 and observation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.17%	0.18%	0.19%	1	1	1
African American	1.75%	2.71%	2.23%	10	15	12
Asian	3.67%	2.89%	1.86%	21	16	10
Filipino	1.40%	1.81%	1.67%	8	10	9
Hispanic/Latino	52.10%	51.26%	53.06%	298	284	286
Pacific Islander	1.22%	0.72%	1.11%	7	4	6
White	37.06%	38.09%	36.73%	212	211	198
Multiple/No Response	0.17%	0.36%	2.6%	1	2	3
Total Enrollment				572	554	539

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	99	91	89
Grade 1	79	66	71
Grade 2	90	80	69
Grade 3	70	87	81
Grade 4	76	66	86
Grade 5	89	75	68
Grade 6	69	89	75
Total Enrollment	572	554	539

Conclusions based on this data:

1. The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group on our campus per demographic reports.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	135	107	103	23.6%	19.3%	19.1%
Fluent English Proficient (FEP)	45	45	35	7.9%	8.1%	6.5%
Reclassified Fluent English Proficient (RFEP)	4	20	9	3.2%	14.8%	8.4%

Conclusions based on this data:

1. This baseline English Learner data will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group to ensure academic growth.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	68	86	68	68	85	68	68	85	97.1	100	98.8
Grade 4	86	74	67	86	73	66	86	73	66	100	98.6	98.5
Grade 5	65	88	76	62	88	74	62	88	74	95.4	100	97.4
Grade 6	95	70	89	93	70	88	93	70	88	97.9	100	98.9
All	316	300	318	309	299	313	309	299	313	97.8	99.7	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2437.	2437.	25.00	32.35	30.59	19.12	22.06	25.88	35.29	23.53	20.00	20.59	22.06	23.53
Grade 4	2442.	2476.	2472.	15.12	27.40	27.27	20.93	21.92	21.21	23.26	27.40	22.73	40.70	23.29	28.79
Grade 5	2473.	2516.	2528.	12.90	23.86	28.38	17.74	34.09	35.14	35.48	21.59	17.57	33.87	20.45	18.92
Grade 6	2505.	2522.	2537.	7.53	10.00	15.91	37.63	34.29	45.45	26.88	44.29	19.32	27.96	11.43	19.32
All Grades	N/A	N/A	N/A	14.56	23.41	25.24	24.92	28.43	32.59	29.45	28.76	19.81	31.07	19.40	22.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	23.53	35.29	33.82	52.94	42.35	42.65	23.53	22.35
Grade 4	13.95	24.66	31.82	48.84	57.53	43.94	37.21	17.81	24.24
Grade 5	12.90	36.36	28.38	45.16	39.77	55.41	41.94	23.86	16.22
Grade 6	22.58	20.00	30.68	51.61	61.43	45.45	25.81	18.57	23.86
All Grades	18.45	26.76	31.63	45.63	52.17	46.65	35.92	21.07	21.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	32.84	21.18	54.41	41.79	51.76	22.06	25.37	27.06
Grade 4	17.44	26.03	21.21	53.49	47.95	54.55	29.07	26.03	24.24
Grade 5	16.13	26.14	31.08	50.00	50.00	58.11	33.87	23.86	10.81
Grade 6	10.75	17.14	23.86	56.99	51.43	53.41	32.26	31.43	22.73
All Grades	16.50	25.50	24.28	54.05	47.99	54.31	29.45	26.51	21.41

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	22.06	27.06	63.24	66.18	61.18	11.76	11.76	11.76
Grade 4	5.81	19.18	25.76	59.30	65.75	59.09	34.88	15.07	15.15
Grade 5	12.90	20.45	27.03	59.68	67.05	56.76	27.42	12.50	16.22
Grade 6	15.05	20.00	22.73	65.59	64.29	67.05	19.35	15.71	10.23
All Grades	14.24	20.40	25.56	62.14	65.89	61.34	23.62	13.71	13.10

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.94	35.29	25.88	50.00	36.76	45.88	22.06	27.94	28.24
Grade 4	18.60	27.40	27.27	56.98	53.42	46.97	24.42	19.18	25.76
Grade 5	17.74	32.95	32.43	51.61	52.27	48.65	30.65	14.77	18.92
Grade 6	19.35	17.14	21.59	48.39	70.00	56.82	32.26	12.86	21.59
All Grades	20.71	28.43	26.52	51.78	53.18	49.84	27.51	18.39	23.64

Conclusions based on this data:

1. This baseline data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	68	86	69	68	85	69	68	85	98.6	100	98.8
Grade 4	86	74	67	86	72	66	86	72	66	100	97.3	98.5
Grade 5	65	88	76	62	88	75	62	88	75	95.4	100	98.7
Grade 6	95	70	89	94	69	89	94	69	89	98.9	98.6	100
All	316	300	318	311	297	315	311	297	315	98.4	99	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2446.	2454.	2448.	23.19	32.35	27.06	33.33	20.59	28.24	23.19	33.82	24.71	20.29	13.24	20.00
Grade 4	2450.	2470.	2481.	5.81	13.89	25.76	23.26	31.94	16.67	47.67	33.33	37.88	23.26	20.83	19.70
Grade 5	2471.	2492.	2510.	11.29	15.91	26.67	16.13	17.05	17.33	29.03	32.95	24.00	43.55	34.09	32.00
Grade 6	2518.	2510.	2537.	13.83	10.14	25.84	26.60	23.19	22.47	26.60	37.68	25.84	32.98	28.99	25.84
All Grades	N/A	N/A	N/A	13.18	17.85	26.35	25.08	22.90	21.59	32.15	34.34	27.62	29.58	24.92	24.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.23	45.59	40.00	42.03	27.94	34.12	21.74	26.47	25.88
Grade 4	16.28	30.56	36.36	39.53	34.72	24.24	44.19	34.72	39.39
Grade 5	17.74	22.73	32.00	24.19	29.55	30.67	58.06	47.73	37.33
Grade 6	25.53	20.59	33.71	36.17	39.71	35.96	38.30	39.71	30.34
All Grades	23.79	29.39	35.56	36.01	32.77	31.75	40.19	37.84	32.70

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.64	26.47	30.59	55.07	47.06	48.24	20.29	26.47	21.18
Grade 4	9.30	18.06	28.79	54.65	51.39	34.85	36.05	30.56	36.36
Grade 5	9.68	12.50	28.00	37.10	51.14	44.00	53.23	36.36	28.00
Grade 6	21.28	14.49	21.35	39.36	55.07	49.44	39.36	30.43	29.21
All Grades	16.40	17.51	26.98	46.62	51.18	44.76	36.98	31.31	28.25

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.09	36.76	36.47	57.97	51.47	49.41	15.94	11.76	14.12
Grade 4	11.63	15.28	25.76	50.00	52.78	42.42	38.37	31.94	31.82
Grade 5	6.45	12.50	25.33	48.39	54.55	48.00	45.16	32.95	26.67
Grade 6	15.96	10.14	22.47	46.81	62.32	48.31	37.23	27.54	29.21
All Grades	15.11	18.18	27.62	50.48	55.22	47.30	34.41	26.60	25.08

Conclusions based on this data:

1. This baseline data will normally inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.6	*	1431.0	*	1429.7	*	24	9
Grade 1	1459.5	1451.2	1446.6	1471.3	1471.9	1430.6	25	17
Grade 2	1480.5	1499.6	1474.6	1513.7	1485.8	1485.2	18	22
Grade 3	1494.4	1486.0	1487.7	1474.2	1500.6	1497.2	17	17
Grade 4	1510.7	1532.4	1495.2	1525.6	1526.0	1538.8	13	16
Grade 5	*	1527.0	*	1512.2	*	1541.5	*	12
Grade 6	1558.6	*	1535.5	*	1581.3	*	11	9
All Grades							118	102

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	45.83	*	*	*	*	*	24	*
1	48.00	17.65	*	41.18	*	23.53	*	17.65	25	17
2	*	18.18	*	63.64	*	9.09		9.09	18	22
3	*	5.88	*	52.94	*	29.41	*	11.76	17	17
4	*	31.25	*	50.00	*	18.75	*	0.00	13	16
5	*	33.33	*	25.00		25.00		16.67	*	12
6	*	*	*	*		*		*	11	*
All Grades	29.66	23.53	46.61	45.10	16.95	21.57	*	9.80	118	102

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	54.17	*	*	*	*	*	24	*
1	*	35.29	*	35.29	*	17.65	*	11.76	25	17
2	61.11	59.09	*	27.27	*	4.55		9.09	18	22
3	*	17.65	70.59	47.06	*	17.65	*	17.65	17	17
4	*	50.00	*	43.75	*	6.25	*	0.00	13	16
5	*	41.67	*	33.33		8.33		16.67	*	12
6	*	*	*	*		*		*	11	*
All Grades	36.44	43.14	44.92	36.27	11.86	10.78	*	9.80	118	102

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	50.00	*	*	*	24	*
1	56.00	11.76	*	23.53	*	29.41	*	35.29	25	17
2	*	4.55	*	50.00	*	31.82	*	13.64	18	22
3		5.88	*	41.18	*	35.29	*	17.65	17	17
4	*	18.75	*	31.25	*	43.75	*	6.25	13	16
5	*	8.33	*	33.33		41.67		16.67	*	12
6	*	*	*	*	*	*		*	11	*
All Grades	33.05	12.75	30.51	36.27	25.42	33.33	11.02	17.65	118	102

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	70.83	*	*	*	*	*	24	*	
1	68.00	58.82	*	35.29	*	5.88	25	17	
2	66.67	59.09	*	31.82	*	9.09	18	22	
3	*	17.65	70.59	70.59	*	11.76	17	17	
4	*	37.50	*	62.50	*	0.00	13	16	
5	*	16.67	*	75.00		8.33	*	12	
6	*	*	*	*		*	11	*	
All Grades	54.24	39.22	38.98	53.92	*	6.86	118	102	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	62.50	*	*	*	24	*
1	*	23.53	*	58.82	*	17.65	25	17
2	*	50.00	*	40.91		9.09	18	22
3	*	29.41	*	52.94	*	17.65	17	17
4	*	56.25	*	43.75	*	0.00	13	16
5	*	50.00	*	33.33		16.67	*	12
6	*	*	*	*		*	11	*
All Grades	41.53	42.16	46.61	46.08	11.86	11.76	118	102

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	62.50	*	*	*	24	*
1	64.00	23.53	*	29.41	*	47.06	25	17
2	*	4.55	*	86.36	*	9.09	18	22
3		0.00	64.71	64.71	*	35.29	17	17
4	*	12.50	*	81.25	*	6.25	13	16
5	*	33.33	*	41.67		25.00	*	12
6	*	*	*	*	*	*	11	*
All Grades	35.59	15.69	49.15	59.80	15.25	24.51	118	102

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	*	45.83	*	*	*	24	*
1	*	11.76	48.00	70.59	*	17.65	25	17
2	*	18.18	72.22	68.18	*	13.64	18	22
3	*	11.76	*	82.35	*	5.88	17	17
4	*	43.75	*	56.25		0.00	13	16
5	*	8.33	*	83.33		8.33	*	12
6	*	*	*	*		*	11	*
All Grades	38.14	24.51	55.08	65.69	*	9.80	118	102

Conclusions based on this data:

1. This data will normally inform the instruction and PLPs for our English Learners. Conclusions drawn from this data includes the fact that the majority of our Lake Canyon English Learners are in the somewhat/moderately developed levels. Teachers will provide support and instruction based on best practices per the California English Language Development and English Language Arts Framework recommendations. Curriculum and technology tools, as well as professional development opportunities for educators, will support and inform instructional practices for both integrated and designated ELD instruction. All Lake Canyon EL students have a known ELD goal.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
554	51.1	19.3	0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	19.3
Foster Youth	0	0
Homeless	10	1.8
Socioeconomically Disadvantaged	283	51.1
Students with Disabilities	70	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.7
American Indian	1	0.2
Asian	16	2.9
Filipino	10	1.8
Hispanic	284	51.3
Two or More Races	11	2.0
Pacific Islander	4	0.7
White	211	38.1

Conclusions based on this data:

1. The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group per demographic reports. Most of our learners are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="228 457 505 485">English Language Arts</p>  <p data-bbox="329 533 404 560">Green</p>	<p data-bbox="688 457 948 485">Chronic Absenteeism</p>  <p data-bbox="789 533 863 560">Green</p>	<p data-bbox="1170 457 1377 485">Suspension Rate</p>  <p data-bbox="1239 533 1313 560">Blue</p>
<p data-bbox="289 646 444 674">Mathematics</p>  <p data-bbox="329 722 404 749">Green</p>		

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. School site goal is to continue movement to the green dashboard domain for all areas.
2. Add conclusion

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>10.2 points above standard</p> <p>Increased ++3.7 points</p> <p>307</p>	<p>English Learners</p> <p>Orange</p> <p>28.7 points below standard</p> <p>Declined -9.3 points</p> <p>89</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</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>17.7 points below standard</p> <p>Declined -3.8 points</p> <p>170</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>57.5 points below standard</p> <p>Increased Significantly ++15.6 points 51</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.7 points below standard Declined -3.5 points 166	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 36 points above standard Increased ++11.3 points 116

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.2 points below standard Declined -12.2 points 51	31.1 points above standard Increased ++8.8 points 38	23.2 points above standard Increased ++7.7 points 210

Conclusions based on this data:

- This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems. School site goal is to continue movement to the green dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase from the orange toward the green with results moving from 28.7 and 17.7 points below standard respectively toward scores at standard.
- Add conclusion

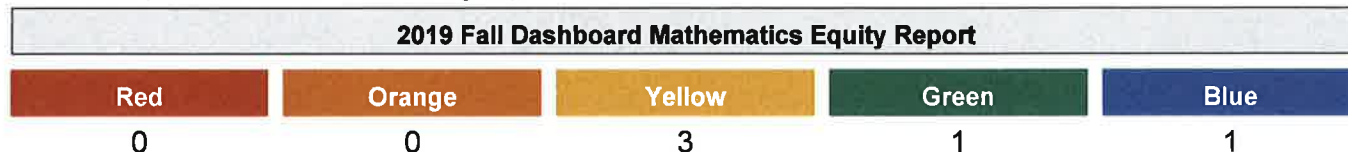
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.1 points below standard Increased ++13.6 points 307	 Yellow 39.2 points below standard Increased ++9.4 points 89	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 28.4 points below standard Increased ++11.4 points 170	 Yellow 66 points below standard Increased Significantly ++39.6 points 51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.3 points below standard Increased ++6.1 points 166	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 27.3 points above standard Increased Significantly ++27.9 points 116

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.9 points below standard Increased ++4 points 51	3.4 points below standard Increased Significantly ++24 points 38	7.5 points above standard Increased ++12.6 points 210

Conclusions based on this data:


- This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals. School site goal is to continue movement to the green dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase from the yellow toward the green with results moving from 32.9 and 28.4 points below standard respectively toward scores at standard.
- Add conclusion

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
 No Performance Color
46.1 making progress towards English language proficiency
Number of EL Students: 89
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	38.2	6.7	39.3

Conclusions based on this data:

1. This dashboard English Learner data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group. School site goal is to continue movement to the green dashboard domain for all areas.
2. add conclusion

School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>9.5</p> <p>Declined -1.4</p> <p>571</p>	<p>English Learners</p> <p>Green</p> <p>7.9</p> <p>Declined -2.1</p> <p>114</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>35.7</p> <p>Increased +28.6</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>13</p> <p>Declined -2.3</p> <p>293</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>15.8</p> <p>Declined -3.6</p> <p>95</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 26.7 Increased +8.5 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 6.3 Declined -2.8 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.8 Maintained +0.1 297	 No Performance Color 21.4 Increased +1.4 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 3.7 Declined Significantly -3.7 214

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. A vibrant and caring inclusive school culture supports growth in this dashboard area. School site goal is to continue movement to the green dashboard domain for all areas.
2. Add conclusion

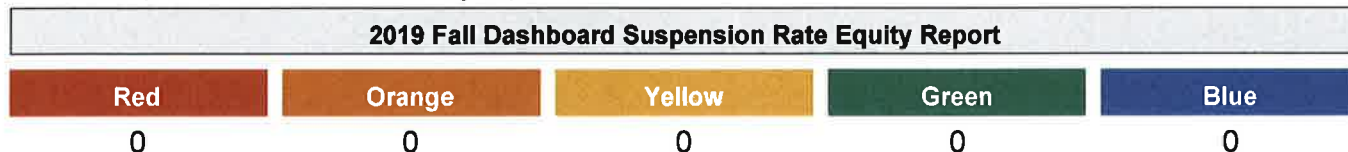
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0</p> <p>Maintained 0 575</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0 115</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0 18</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0 297</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Declined 0 96</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.3 301	 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Maintained 0 214

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0

Conclusions based on this data:

1. The strong behavior support systems of Lake Canyon Elementary are effective and will be sustained. Students are more engaged and ready to participate with improved choices to support learning.
2. add conclusion

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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 previous year's 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 are feeling safe, engaged and hopeful per the Cal Schools Survey.	Students are hopeful and engaged per the Cal Schools Survey. School Engagement and Supports Grades 5/6 results by percentage: School connectedness† 88/ 82 Academic motivation† 89/ 86 Caring adults in school† 95/ 83 High expectations-adults in school† 96 /91 Meaningful participation† 52/ 54 Facilities upkeep† 95/ 93 Parent involvement in schooling† 86/ 85	Students will take the Cal Schools Survey and results will continue to improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Social and emotional learning supports† 93 /87 Anti-bullying climate† 90 /84 School Safety Grades 5/6 results by percentage: Feel safe at school† 100 /86 Feel safe on way to and from school† 91 /91 Been hit or pushed 33/ 27 Mean rumors spread about you 36/ 42 Called bad names or target of mean jokes 26/ 36 Saw a weapon at school 9 /11 School Disciplinary Environment Grades 5/6 results by percentage: Rule clarity† 88/ 93 Students well behaved† 72/ 52 Students treated fairly when break rules† 47/ 73 Students treated with respect† 98/ 91 Substance Use and Physical/Mental Health Grades 5/6 results by percentage: Alcohol or drug use 7/ 16 Marijuana use 0/ 0 Cigarette use 0/ 0 Vaping 0/ 2 Late bedtime (after 10 pm) 14 /28 Experienced sadness† 12/ 14	
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 58%	Students expected to meet/exceed their personal growth target is 60%
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Students meeting/exceeding their personal growth target is 64%	Students expected to meet/exceed their personal growth target is 65%
Students in grades 3-8 meeting or exceeding the state standards in Math on the	Students in grades 3-8 maintain meeting or exceeding the state standards in Math on	Students in grades 3-8 expected to meet or exceed the state standards in Math on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP will increase 5%. All categorical student groups will increase by 5%.	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%.	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 maintain 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 will maintain 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 9.85%.	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)
500.00	Title I 4000-4999: Books And Supplies Headed2 LLC
375.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
671.44	Title I 4000-4999: Books And Supplies School Datebooks
1,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time - Extended Day Support
1,791.00	Title I 4000-4999: Books And Supplies ESGI

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)
6479.62	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants

85116.62

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

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)

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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 previous year's 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)

71.95

Source(s)

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

168.59	Title I 4000-4999: Books And Supplies Amazon
302.25	LCFF - Supplemental 4000-4999: Books And Supplies Center for the Collaborative Classroom
316.37	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
45.00	Title I 4000-4999: Books And Supplies Great Minds

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)
135.00	Title I 4000-4999: Books And Supplies Time for Kids
2,220.32	Title I 4000-4999: Books And Supplies Studies Weekly
500.00	Title I 4000-4999: Books And Supplies Nepris Inc
4,500.00	LCFF - Supplemental 4000-4999: Books And Supplies Greenfield Learning Inc

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming. In addition, CA State Standards will be reinforced with additional emphasis on college and career opportunities and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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 in both virtual and in-person settings. Performance Management Systems (PMS) parent and student portals provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
96.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Zoom Tech Night for Parents
475.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting

Strategy/Activity 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)
80.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time - Professional Development Trainings
255.00	Title I 2000-2999: Classified Personnel Salaries Extra Time - Professional Development Trainings
120.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time - Professional Development

Annual Review

SPSA Year Reviewed: 2019-20

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)

Source(s)

800.00

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Lifechangers Intl

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

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 both virtually and in-person taking into consideration student strengths and interests. Access to 21st century skills will be maximized as extended day programming centers around civic, college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

94.94

Title I
4000-4999: Books And Supplies
Hue HD

481.65

Title I
4000-4999: Books And Supplies
Amazon

1,200.00

Title I
4000-4999: Books And Supplies
GoNoodle Inc

47.84

LCFF - Supplemental

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: 2019-20

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	\$56,039
Total Federal Funds Provided to the School from the LEA for CSI	\$56,039
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,843.59

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	\$9,371.26
Title I Part A: Parent Involvement	\$571.00
Title III	\$6,479.62

Subtotal of additional federal funds included for this school: \$16,421.88

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	\$91,421.71

Subtotal of state or local funds included for this school: \$91,421.71

Total of federal, state, and/or local funds for this school: \$107,843.59

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	93,310	1,888.29
Title I	48,271	38,899.74
Title I Part A: Parent Involvement	1,289	718.00
Title III	6,479	-0.62

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	91,421.71
Title I	9,371.26
Title I Part A: Parent Involvement	571.00
Title III	6,479.62

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,263.84
2000-2999: Classified Personnel Salaries	92,781.24
4000-4999: Books And Supplies	12,998.51
5800: Professional/Consulting Services And Operating Expenditures	800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,047.84
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	85,571.62
4000-4999: Books And Supplies	LCFF - Supplemental	4,802.25

1000-1999: Certificated Personnel Salaries	Title I	120.00
2000-2999: Classified Personnel Salaries	Title I	255.00
4000-4999: Books And Supplies	Title I	8,196.26
5800: Professional/Consulting Services And Operating Expenditures	Title I	800.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	96.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	475.00
2000-2999: Classified Personnel Salaries	Title III	6,479.62

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,933.68
Goal 2	8,259.48
Goal 3	1,026.00
Goal 4	2,624.43

School Site Council Membership

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

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

Name of Members	Role
Judith Hayes	Principal
Fred Sheldon	Classroom Teacher
Valerie Seamons	Classroom Teacher
Alicia Lopez	Classroom Teacher
Keturah Samuels	Parent or Community Member
Patricia Lopez	Parent or Community Member
Maricela Oregel	Parent or Community Member
Nichole Howard	Parent or Community Member
John Hall	Parent or Community Member
Alejandra Valencia	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
<i>Alicia Lopez</i> 12/7/20	English Learner Advisory Committee
<i>Sandra Tapia</i> 12/21/2020	Special Education 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 7, 2020.

Attested: *Judith P Hayes* 12/7/20
Fred Sheldon 12/7/2020

Principal, Judith P Hayes on 12/7/20

SSC Chairperson, Fred Sheldon on 12/7/20

School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marengo Ranch Elementary School	34 67348 6114185	November 19, 2020	

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 California Healthy Kids Survey. This is the first time students completed this survey. While the survey response rates were low with only 45% of fifth graders and 20% of sixth graders participating, there are general indicators of how students feel related to School Engagement and Supports, School Safety, School Disciplinary Environment, and Substance Use and Physical/Mental Health. Generally, students feel connected and safe at school (80%+). Meaningful participation at school ranked low with less than 37% of the students indicating there is room for improvement in this category. For school discipline, students felt that the rules were clear, some students did not behave appropriately and 45% reported that they had been called bad names or were the target of mean jokes.

For the parent survey, families indicated they were active partners with the school in educating their children and input, contributions, and participation are all welcomed by the school staff (85%+). Nearly 50% of parents reported that they volunteer at school and 77% stated they attend parent-teacher conferences. 85-90% of parents felt they were informed about school activities and had regular communication with the teachers and school staff. 90% believe that kids receive high quality instruction from caring adults in a safe and supportive environment.

The teacher survey, the majority indicated that Marengo is a supportive and inviting place for students to learn. Adults have high expectations and promote academic success for all students. Teachers go out of their way to help students and there is a great sense of trust and collegiality among staff. One area the staff would like to focus on is supporting students with special needs.

Classroom Observations

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

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Marengo Ranch Elementary School staff members continually conduct comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth.

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

Professional Learning Communities (PLCs) continue to provide focus for high student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet "Highly Qualified" teacher requirements.

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

Marengo Ranch will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview.

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

The GJUESD district and site administrators, and teachers 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 and Parent Teacher Kids Club Board have all met in the fall of 2020 to review and approved the SPSA. Approval date 11/19/2020.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.37%	0.19%	0.36%	2	1	2
African American	0.74%	0.94%	0.91%	4	5	5
Asian	3.33%	3.01%	3.27%	18	16	18
Filipino	0.74%	0.56%	0.54%	4	3	3
Hispanic/Latino	43.99%	44.36%	47.19%	238	236	260
Pacific Islander	0.92%	0.75%	0.36%	5	4	2
White	46.77%	46.43%	43.56%	253	247	240
Multiple/No Response	%	%	3.63%			1
Total Enrollment				541	532	551

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	98	89	83
Grade 1	65	79	82
Grade 2	79	67	82
Grade 3	67	87	70
Grade 4	71	72	86
Grade 5	65	68	73
Grade 6	96	70	75
Total Enrollment	541	532	551

Conclusions based on this data:

1. Marengo Ranch continues to face declining concerns; however, School of Choice allows for more students to enroll in Marengo Ranch.
2. Staffing at particular grade levels changes as student enrollment varies. This impacts teacher assignments from year to year.
3. Hispanic/Latino and White student populations make up 90.79% of our student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	56	53	48	10.4%	10.0%	8.7%
Fluent English Proficient (FEP)	52	49	55	9.6%	9.2%	10.0%
Reclassified Fluent English Proficient (RFEP)	17	11	11	26.2%	19.6%	20.8%

Conclusions based on this data:

1. English Learner enrollment is declining each year.
2. The number of Fluent Proficient Students is down slightly from the previous school year.
3. The number of students reclassified at Fluent English proficient has increased by over 10%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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.	2525.	7.29	11.70	14.08	20.83	30.85	36.62	33.33	35.11	25.35	38.54	22.34	23.94
All Grades	N/A	N/A	N/A	12.46	21.99	25.08	26.14	29.21	30.85	29.79	28.87	21.69	31.61	19.93	22.37

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	22.54	28.79	32.56	46.48	50.00	48.84	30.99	21.21	18.60	
Grade 4	22.73	34.33	31.43	48.48	40.30	42.86	28.79	25.37	25.71	
Grade 5	20.83	32.81	29.41	47.92	56.25	47.06	31.25	10.94	23.53	
Grade 6	13.54	22.34	22.54	43.75	46.81	52.11	42.71	30.85	25.35	
All Grades	19.45	28.87	29.15	46.50	48.11	47.80	34.04	23.02	23.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.31	33.33	26.74	53.52	43.94	56.98	28.17	22.73	16.28
Grade 4	15.15	25.37	22.86	53.03	47.76	52.86	31.82	26.87	24.29
Grade 5	25.00	28.13	25.00	50.00	46.88	51.47	25.00	25.00	23.53
Grade 6	12.50	15.96	15.49	42.71	58.51	63.38	44.79	25.53	21.13
All Grades	17.93	24.74	22.71	49.24	50.17	56.27	32.83	25.09	21.02

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.45	19.70	19.77	77.46	63.64	65.12	14.08	16.67	15.12
Grade 4	7.58	20.90	14.29	57.58	61.19	64.29	34.85	17.91	21.43
Grade 5	7.29	17.19	13.24	73.96	73.44	61.76	18.75	9.38	25.00
Grade 6	9.38	17.02	11.27	65.63	63.83	73.24	25.00	19.15	15.49
All Grades	8.21	18.56	14.92	69.00	65.29	66.10	22.80	16.15	18.98

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.31	34.85	24.42	54.93	54.55	59.30	26.76	10.61	16.28
Grade 4	15.15	20.90	21.43	59.09	61.19	55.71	25.76	17.91	22.86
Grade 5	16.67	31.25	22.06	51.04	53.13	50.00	32.29	15.63	27.94
Grade 6	8.33	26.60	19.72	59.38	56.38	56.34	32.29	17.02	23.94
All Grades	14.29	28.18	22.03	55.93	56.36	55.59	29.79	15.46	22.37

Conclusions based on this data:

1. All grade levels increased in the % of students who met and exceeded standards - From 38.60% in 2016-2017 to 55.26% in 2018-2019
2. 3rd grade demonstrated a 62.79% of students exceeding or meeting standards.
3. Students performing at the below standard range decreased in the area of writing. This was an area of focus last year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	66	86	71	66	86	71	66	86	100	100	100
Grade 4	69	68	70	67	67	70	67	67	70	97.1	98.5	100
Grade 5	96	66	68	95	64	68	95	64	68	99	97	100
Grade 6	97	95	73	96	95	72	96	95	72	99	100	98.6
All	333	295	297	329	292	296	329	292	296	98.8	99	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2416.	2427.	2431.	7.04	10.61	13.95	38.03	33.33	33.72	32.39	34.85	23.26	22.54	21.21	29.07
Grade 4	2452.	2457.	2455.	7.46	11.94	7.14	32.84	29.85	25.71	29.85	31.34	40.00	29.85	26.87	27.14
Grade 5	2479.	2501.	2507.	13.68	15.63	22.06	21.05	15.63	16.18	28.42	42.19	35.29	36.84	26.56	26.47
Grade 6	2487.	2516.	2509.	9.38	16.84	11.11	13.54	20.00	23.61	33.33	34.74	34.72	43.75	28.42	30.56
All Grades	N/A	N/A	N/A	9.73	14.04	13.51	24.92	24.32	25.34	31.00	35.62	32.77	34.35	26.03	28.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.08	25.76	24.42	54.93	43.94	38.37	30.99	30.30	37.21
Grade 4	13.43	26.87	15.71	38.81	31.34	37.14	47.76	41.79	47.14
Grade 5	22.11	20.31	30.88	32.63	48.44	30.88	45.26	31.25	38.24
Grade 6	16.67	23.16	13.89	28.13	37.89	41.67	55.21	38.95	44.44
All Grades	17.02	23.97	21.28	37.39	40.07	37.16	45.59	35.96	41.55

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.94	24.24	24.42	52.11	48.48	50.00	23.94	27.27	25.58
Grade 4	13.43	17.91	14.29	47.76	53.73	45.71	38.81	28.36	40.00
Grade 5	10.53	21.88	19.12	47.37	51.56	55.88	42.11	26.56	25.00
Grade 6	9.38	15.79	15.28	45.83	49.47	51.39	44.79	34.74	33.33
All Grades	13.68	19.52	18.58	48.02	50.68	50.68	38.30	29.79	30.74

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.68	21.21	27.91	61.97	60.61	50.00	25.35	18.18	22.09
Grade 4	14.93	17.91	12.86	52.24	50.75	51.43	32.84	31.34	35.71
Grade 5	9.47	14.06	19.12	43.16	54.69	50.00	47.37	31.25	30.88
Grade 6	11.46	12.63	15.28	38.54	55.79	44.44	50.00	31.58	40.28
All Grades	11.85	16.10	19.26	47.72	55.48	48.99	40.43	28.42	31.76

Conclusions based on this data:

1. Overall growth was down slightly in 2018-2019 from 38.36% to 37.12%.
2. 4th Grade had fewer students scoring at the exceeding and meeting standards levels.
3. Area to focus on: Concepts and Procedures. Applying mathematical concepts and procedures. Scores above and at or near standard declined in the area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1437.8	*	1433.4	*	1447.6	*	12	8
Grade 1	*	1471.7	*	1462.9	*	1480.2	*	15
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
All Grades							50	51

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	13.33		53.33		26.67		6.67	*	15
2	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	48.00	19.61	26.00	49.02	*	25.49	*	5.88	50	51

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	0.00	*	73.33		20.00		6.67	*	15
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	58.00	23.53	22.00	58.82	*	11.76	*	5.88	50	51

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	26.67	*	13.33		53.33		6.67	*	15
2	*	*	*	*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	40.00	13.73	24.00	33.33	22.00	49.02	*	3.92	50	51

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	12	*	
1	*	60.00		40.00		0.00	*	15	
2	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	
All Grades	62.00	33.33	26.00	62.75	*	3.92	50	51	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	0.00	*	86.67		13.33	*	15
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	60.00	29.41	28.00	62.75	*	7.84	50	51

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	40.00		53.33		6.67	*	15
2	*	*	*	*	*	*	*	*
All Grades	36.00	21.57	40.00	58.82	24.00	19.61	50	51

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	91.67	*		*	*	*	12	*
1	*	13.33	*	86.67		0.00	*	15
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	52.00	17.65	42.00	80.39	*	1.96	50	51

Conclusions based on this data:

1. Data conclusions are challenging due to small numbers of English Learners at each grade level.
2. Reading and Writing domains are the most challenging areas for our English Learners.
3. Test scores are lower this year compared to the initial test year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
532	45.9	10.0	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	10.0
Foster Youth	3	0.6
Homeless	10	1.9
Socioeconomically Disadvantaged	244	45.9
Students with Disabilities	78	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian	1	0.2
Asian	16	3.0
Filipino	3	0.6
Hispanic	236	44.4
Two or More Races	20	3.8
Pacific Islander	4	0.8
White	247	46.4

Conclusions based on this data:

1. Nearly 43% of students enrolled at Marengo Ranch are disadvantaged.
2. Hispanic and White student populations make up the majority of the student demographic enrollment.
3. Students with disabilities and English Learners reflect nearly 25% of the student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="228 449 509 483">English Language Arts</p>  <p data-bbox="329 527 409 554">Yellow</p>	<p data-bbox="690 449 951 478">Chronic Absenteeism</p>  <p data-bbox="784 527 863 554">Yellow</p>	<p data-bbox="1170 449 1380 478">Suspension Rate</p>  <p data-bbox="1239 527 1318 554">Green</p>
<p data-bbox="293 638 448 667">Mathematics</p>  <p data-bbox="329 716 409 743">Yellow</p>		

Conclusions based on this data:

1. Marengo Ranch shows adequate performance and growth in ELA and mathematics.
2. Chronic Absenteeism is very low, but has dipped into the yellow range.
3. Suspension rates are low and are in the green range.

School and Student Performance Data

Academic Performance English Language Arts

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance









This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.2 points above standard</p> <p>Maintained ++1.5 points</p> <p>291</p>	<p>English Learners</p> <p>Orange</p> <p>37.9 points below standard</p> <p>Declined -11 points</p> <p>49</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>27.2 points below standard</p> <p>Declined -4.5 points</p> <p>141</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>65.1 points below standard</p> <p>Increased Significantly ++32 points</p> <p>41</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 20.4 points below standard Declined -5 points 130	 No Performance Color 12.4 points above standard Declined -6.3 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 23.4 points above standard Increased ++4 points 132

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.1 points below standard Declined -3.1 points 21	3.1 points below standard Declined -4.1 points 28	11.8 points above standard Increased ++3.8 points 234

Conclusions based on this data:

- English Learners, Hispanic, and Socioeconomically Disadvantaged students have shown increases in scores, but are still below the standard.
- Scores for students with disabilities has also increased slightly.
- Materials for special education students have been purchased for ELA and math programs have been previewed for potential purchasing.

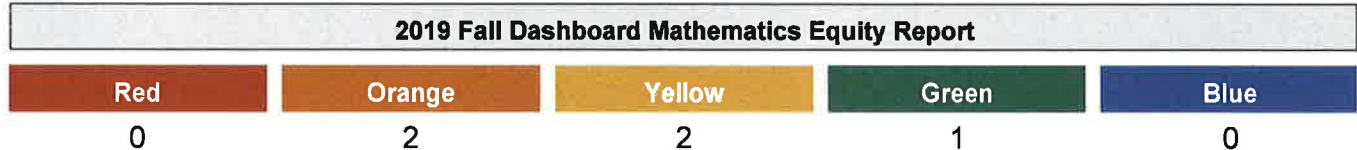
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 21.7 points below standard Maintained ++2.3 points 292	<p>English Learners</p>  Orange 63.9 points below standard Declined -12.5 points 50	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Yellow 43.6 points below standard Increased ++3.8 points 142	<p>Students with Disabilities</p>  Yellow 72.6 points below standard Increased Significantly ++60.1 points 42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.2 points below standard Maintained -1.8 points 131	 No Performance Color 16.3 points above standard Increased Significantly ++20.7 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 1.2 points below standard Increased ++9.1 points 132

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.2 points below standard Increased ++12.3 points 21	50.6 points below standard Declined Significantly -21.2 points 29	11.6 points below standard Increased ++5.3 points 234

Conclusions based on this data:

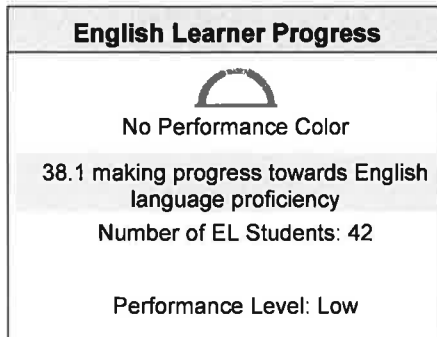
1. EL's and Hispanic subgroup scores have dropped into the red range.
2. Students with disabilities have improved and are in the yellow range.
3. Math is an area of focus for our school and for our special education classrooms.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	38.0	4.7	33.3

Conclusions based on this data:

1. 5 students scored in the Level 1, Beginning Stage.
2. 74% of our English Learners scored in the Level 3 and 4 ranges.
3. 8 students scored in the Level 2, somewhat Developed range.

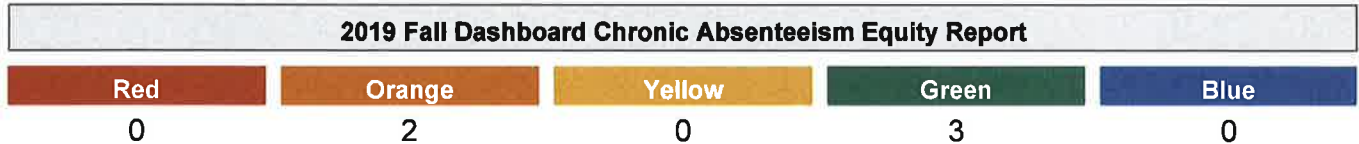
School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 6.2 Maintained 0 546	<p>English Learners</p>  Green 8.5 Declined -3 59	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 50 Increased +35.7 14	<p>Socioeconomically Disadvantaged</p>  Orange 10.9 Increased +2.5 257	<p>Students with Disabilities</p>  Green 9.4 Declined -2.5 96

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 6.3 Increased +0.7 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3 Increased +1.7 242	 No Performance Color 5 Declined -6.1 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 4.7 Declined -0.7 255

Conclusions based on this data:

- The 2019/2020 chronic absenteeism rate for Marengo Ranch was 8.7%

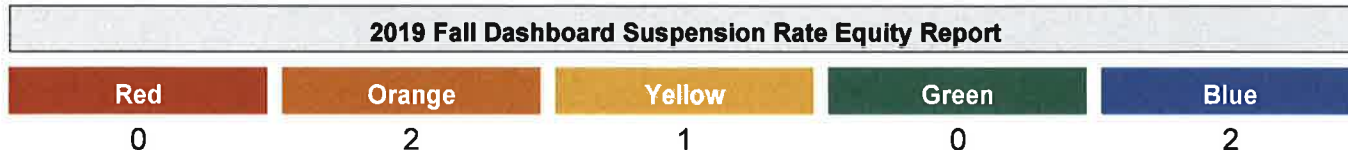
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>553</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>59</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>15</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.2</p> <p>Increased +1.2</p> <p>260</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>1</p> <p>Increased +1</p> <p>96</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.2 Increased +1.2 244	 No Performance Color 0 Maintained 0 20	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Maintained 0 260

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

Conclusions based on this data:

- In 2019/2020, 7 students were suspended for physical altercations at school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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. CALSCHLS survey was given to 5th and 6th graders.
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% Winter MAP = 54% This is an increase of 3%.
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% Winter MAP = 51% This is a decrease of 3%.
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% Winter MAP = 50.5% This is an increase of 2.5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 = 64% Winter MAP = 57.5% This is a decrease of 2.5%
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% - Did not administer CAASPP 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% - Did not administer CAASPP 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% *Trimester two = 83% of the students met DRA benchmarks
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 - Did not administer ELPAC
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% - 2019/2020 rates was 8.7%
School attendance will be maintained at 96% or greater.	School attendance is 95.824%	School attendance to 96%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 - 2019/2020 suspension was 7.
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

Teacher planning time

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Sub costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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)

1,015.00

Source(s)

Title I
0000: Unrestricted

	ESGI
1,695.00	Title I 0000: Unrestricted Renaissance Learning (AR)
270.00	Title I 0000: Unrestricted Starfall
2,447.00	Title I 0000: Unrestricted Moby Max

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)
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6,544.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
45,025.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
1,184.00	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)
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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

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

Instructional Support:

Instructional assistants provide reading support to primary teachers in grades TK-3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28,370.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
11,630.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants

Strategy/Activity 8

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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 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)

639.38

Source(s)

Title I
4000-4999: Books And Supplies
SIPPS Challenge

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)

4915.00

Title I
0000: Unrestricted
Chromebooks (20)

16,492.00

LCFF - Supplemental
0000: Unrestricted
Chromebooks (70)

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: 2019-20

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0

Strategy/Activity 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)

Source(s)

986.62

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)

Source(s)

900.00

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)	Source(s)
1,000	Title I 2000-2999: Classified Personnel Salaries IA Substitute

Annual Review

SPSA Year Reviewed: 2019-20

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)

0

Annual Review

SPSA Year Reviewed: 2019-20

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	\$52,066
Total Federal Funds Provided to the School from the LEA for CSI	\$52,066
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,113.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$44,338.00
Title I Part A: Parent Involvement	\$1,184.00
Title III	\$6,544.00

Subtotal of additional federal funds included for this school: \$52,066.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$74,047.00

Subtotal of state or local funds included for this school: \$74,047.00

Total of federal, state, and/or local funds for this school: \$126,113.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	44,338	0.00
LCFF - Supplemental	74,047	0.00
Title I Part A: Parent Involvement	1,184	0.00
Title III	6,544	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	74,047.00
Title I	44,338.00
Title I Part A: Parent Involvement	1,184.00
Title III	6,544.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	26,834.00
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	94,739.62
4000-4999: Books And Supplies	639.38
5000-5999: Services And Other Operating Expenditures	900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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		0.00
		0.00
0000: Unrestricted	LCFF - Supplemental	16,492.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	56,655.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900.00
0000: Unrestricted	Title I	10,342.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I	30,356.62
4000-4999: Books And Supplies	Title I	639.38
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,184.00
2000-2999: Classified Personnel Salaries	Title III	6,544.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,180.00
Goal 2	22,046.38
Goal 3	2,886.62
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
Jennifer Porter	Principal
Karen Hill	Other School Staff
John Campbell	Parent or Community Member
Jenne McGranahan	Classroom Teacher
Stephanie Loutzenhiser	Classroom Teacher
Nikki Lam	Parent or Community Member
Gina Cagle	Parent or Community Member
Kelleigh McRoberts	Parent or Community Member
Tawnya Quinn	Classroom Teacher
Liz Cargo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: PTKC Board

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Thurs, Nov. 19, 2020.

Attested:



Principal, Jennifer Porter on 11/19/2020

SSC Chairperson, Jenne McGranahan on 11/19/2020

School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
River Oaks Elementary School	34 67348 610654	11/17/2020	

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).

During the 2019-2020 school year, students in 5th and 6th grades, parents, and staff took the California School Survey.

The following Key Indicators of School Climate and Student Well Being shows the percentage of 5th / percentage of 6th grade students who agreed or strongly agreed:

School Engagement and Supports:

School connectedness 81 / 82

Academic motivation 88 / 85

Caring adults in school 70 / 73

High expectations by adults in school 91 / 86

Facilities upkeep 93 / 91

Parent involvement in schooling 80 / 74

Social and emotional learning supports 83 / 73

Anti-bullying climate 71 / 70

School Safety:

Feel safe at school 86 / 91

Feel safe on way to and from school 86 / 93

Been hit or pushed 40 / 33

Mean rumors spread about you 27 / 49

Called bad names or target of mean jokes 27 / 59

Saw a weapon at school 7 / 15

School Disciplinary Environment:

Rule clarity 80 / 89

Students well behaved 56 / 65

Students treated fairly when break rules 87 / 58

Students treated with respect 100 / 85

Substance Use and Physical/Mental Health:

Alcohol or drug use 0 / 33

Marijuana use 0 / 0

Cigarette use 0 / 2

Vaping 0 / 2

Late bedtime (after 10pm) 7 / 22

Experienced sadness 14 / 28

Social Emotional Health:

Belief in self (self-efficacy, persistence) 90 / 86

Belief in others (school supports, peer supports) 81 / 82

Empathy 67 / 84

Engaged living (optimism, gratitude, zest) 65 / 82

Growth mindset 79 / 82

Collaboration 86 / 82

Problem solving 74 / 69

This school encourages me to know and use my strengths to do what I do best 100 / 83

A summary of Key Indicators on the parent survey are as follows (results indicate the percentage that agree or strongly agree with the statement)

Parent Involvement:

School allow input and welcomes parents' contributions 80

School encourages me to be an active partner with the school in educating my child 91

School actively seeks the input of parents before making important decisions 59

Parents feel welcome to participate at this school 84

School Supports for Students:

School promotes academic success for all students 87

School is a safe place for my child 86

School motivates students to learn 90

School has adults who really care about students 89

School provides opportunities for meaningful student participation 75

Fairness, Rule Clarity, and Respect for Diversity:

School enforces rules equally 70

School clearly communicates consequences of breaking rules 83

School treats all students with respect 86

School promotes respect of all cultural beliefs and practices 84

Substance Abuse and Bullying:

Student alcohol and drug use is NOT a large problem 76

Student tobacco use is NOT a large problem 76

Student vaping or e-cigarette use is NOT a large problem 75

Harassment or bullying of students is NOT a large problem 69

Facilities:

School has clean and well-maintained facilities/properties 90

A summary of Key Indicators on the staff survey are as follows (results indicate the percentage that agree or strongly agree with statement)

School Support for Students:

Caring adult relationships 95

High expectations by adults in school 98

Opportunities for student participation 95

Promotion of parent involvement 99

Student learning environment 99

Facilities upkeep 89

Social emotional supports at school 98

Adequate counseling/support services 91

Anti-bullying climate 96

School Supports for Staff:

Staff working environment 93

Staff collegiality 94

School Safety:

Safe for staff 100

Safe for students 100

Sufficient resources for a safe campus 100

Fairness, Rule Clarity, and Respect for Diversity:

Fairness and rule clarity 97

Respect for diversity 95

Student Behavior:

Student readiness to learn 92

Cutting classes/truancy NOT a problem 96

Harassment/bullying NOT a problem 97

Substance Abuse and Mental Health:

Alcohol and drug use a problem 0

Tobacco use a problem 0

Vaping/e-cigarette use a problem 0

Student depression a problem 14

Custom Questions:

This school personalizes or tailors learning to meet each learner's academic strengths and needs to maximize individual goal accomplishment, academic growth and achievement 94

This school personalizes or tailors learning experiences to engage learners by using that learner's talents, interests and aspirations to inspire individual goal accomplishment 88

This school personalizes or tailors learning, supports or opportunities to reflect youth voice and choice in what, how, and where they learn 89

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 Eenuity Courseware or Khan Academy at home or at a Bright Future Learning Center (BFLC) (library) in Galt.
- ~Recognize and celebrate my child's strengths.
- ~Respect the school, staff, students and families.

In addition to participation in a variety of district and school site committees, parents and students may also participate in annual listening circles and parent workshops covering a variety of topics.

Funding

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

Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the EL student group, Socio-economically Disadvantaged student group, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds. LCFF Supplemental & Concentration, Title I, II, and III funds will be used to hire and train support staff, to provide extended day programs, homework clubs, curriculum coaches, and purchase supplemental curriculum.

Fiscal support (EPC)

See funding attached to goals and actions.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2020/2021 SPSA was shared with the School Site Counsel (SSC) on 11/17/2020 to review previous goals, update priorities, discuss expenditures and approve. The 2020/2021 SPSA was approved by the River Oaks SSC on 11/17/2020.

Resource Inequities

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

The GJUESD reviewed several math curricula for use by the district Special Education classrooms. The chosen curriculum will enable students with mild to moderate learning disabilities to better meet the California Common Core State Standards in the area of mathematics.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.53%	0.54%	1.22%	3	3	7
African American	1.07%	1.07%	0.87%	6	6	5
Asian	3.91%	4.83%	5.24%	22	27	30
Filipino	1.25%	1.07%	1.22%	7	6	7
Hispanic/Latino	52.31%	51.34%	50.96%	294	287	292
Pacific Islander	0.71%	0.89%	0.7%	4	5	4
White	38.26%	39.36%	38.92%	215	220	223
Multiple/No Response	0.18%	%	0.87%	1		0
Total Enrollment				562	559	573

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	93	88
Grade 1	72	85	78
Grade 2	85	70	95
Grade 3	70	85	71
Grade 4	74	68	91
Grade 5	83	75	73
Grade 6	87	83	77
Total Enrollment	562	559	573

Conclusions based on this data:

1. Although our school district is experiencing declining enrollment, River Oaks' enrollment numbers remain fairly steady.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	98	103	110	17.4%	18.4%	19.2%
Fluent English Proficient (FEP)	78	69	57	13.9%	12.3%	9.9%
Reclassified Fluent English Proficient (RFEP)	24	11	1	24.2%	11.2%	1.0%

Conclusions based on this data:

1. As the number of English Learners has increased, we are seeing a reduction in the number of students being reclassified. As a site, we will look at our students individually to determine personalized supports that will allow them to be reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	68	82	68	67	82	68	67	82	98.6	98.5	100
Grade 4	81	70	68	81	69	68	81	69	68	100	98.6	100
Grade 5	90	83	75	90	83	74	90	83	74	100	100	98.7
Grade 6	82	91	84	81	91	84	81	91	84	98.8	100	100
All	322	312	309	320	310	308	320	310	308	99.4	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2447.	2447.	2446.	33.82	38.81	31.71	23.53	22.39	24.39	16.18	16.42	25.61	26.47	22.39	18.29
Grade 4	2476.	2513.	2466.	28.40	47.83	23.53	24.69	24.64	26.47	19.75	11.59	20.59	27.16	15.94	29.41
Grade 5	2528.	2518.	2539.	32.22	30.12	41.89	36.67	25.30	27.03	13.33	21.69	16.22	17.78	22.89	14.86
Grade 6	2568.	2572.	2541.	33.33	36.26	22.62	30.86	37.36	30.95	25.93	16.48	27.38	9.88	9.89	19.05
All Grades	N/A	N/A	N/A	31.88	37.74	29.87	29.38	28.06	27.27	18.75	16.77	22.73	20.00	17.42	20.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	29.85	34.15	35.29	41.79	39.02	32.35	28.36	26.83
Grade 4	20.99	39.13	22.06	46.91	46.38	50.00	32.10	14.49	27.94
Grade 5	26.67	33.73	43.24	56.67	40.96	43.24	16.67	25.30	13.51
Grade 6	35.80	43.96	29.76	41.98	37.36	42.86	22.22	18.68	27.38
All Grades	28.75	37.10	32.47	45.94	41.29	43.51	25.31	21.61	24.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.29	34.33	24.39	41.18	41.79	51.22	23.53	23.88	24.39
Grade 4	29.63	44.93	17.65	45.68	39.13	57.35	24.69	15.94	25.00
Grade 5	40.00	33.73	45.95	44.44	37.35	35.14	15.56	28.92	18.92
Grade 6	40.74	43.96	29.76	44.44	37.36	48.81	14.81	18.68	21.43
All Grades	36.56	39.35	29.55	44.06	38.71	48.05	19.38	21.94	22.40

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.59	25.37	29.27	70.59	58.21	63.41	8.82	16.42	7.32
Grade 4	19.75	24.64	23.53	64.20	66.67	60.29	16.05	8.70	16.18
Grade 5	20.00	20.48	25.68	73.33	62.65	66.22	6.67	16.87	8.11
Grade 6	20.99	25.27	17.86	71.60	63.74	64.29	7.41	10.99	17.86
All Grades	20.31	23.87	24.03	70.00	62.90	63.64	9.69	13.23	12.34

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.24	41.79	23.17	42.65	40.30	57.32	19.12	17.91	19.51
Grade 4	34.57	47.83	19.12	45.68	43.48	54.41	19.75	8.70	26.47
Grade 5	40.00	33.73	37.84	38.89	51.81	43.24	21.11	14.46	18.92
Grade 6	53.09	47.25	32.14	35.80	41.76	47.62	11.11	10.99	20.24
All Grades	41.56	42.58	28.25	40.63	44.52	50.65	17.81	12.90	21.10

Conclusions based on this data:

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to reading MAP scores.
2. A significant decrease in the percentage of students above standard and increase in the percentage of students below standard in the area of writing is noted as an area of focus.
3. When comparing cohort groups, every grade level with the exception of 5th, had an increase in the percentage of students not meeting standards in the area of writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	68	82	68	68	82	68	68	82	98.6	100	100
Grade 4	81	69	68	81	69	68	81	69	68	100	100	100
Grade 5	90	83	75	90	83	75	90	83	75	100	100	100
Grade 6	82	91	84	81	91	84	81	91	84	98.8	100	100
All	322	311	309	320	311	309	320	311	309	99.4	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2462.	2459.	2454.	35.29	33.82	28.05	26.47	27.94	36.59	22.06	16.18	14.63	16.18	22.06	20.73
Grade 4	2453.	2491.	2474.	11.11	30.43	14.71	25.93	23.19	36.76	28.40	26.09	25.00	34.57	20.29	23.53
Grade 5	2514.	2511.	2534.	23.33	25.30	33.33	24.44	22.89	21.33	28.89	24.10	24.00	23.33	27.71	21.33
Grade 6	2571.	2577.	2542.	37.04	42.86	27.38	27.16	23.08	19.05	19.75	18.68	25.00	16.05	15.38	28.57
All Grades	N/A	N/A	N/A	26.25	33.44	26.21	25.94	24.12	28.16	25.00	21.22	22.01	22.81	21.22	23.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	44.12	40.24	29.41	32.35	35.37	20.59	23.53	24.39
Grade 4	18.52	43.48	29.41	39.51	24.64	35.29	41.98	31.88	35.29
Grade 5	31.11	33.73	42.67	28.89	25.30	33.33	40.00	40.96	24.00
Grade 6	51.85	56.04	35.71	29.63	26.37	30.95	18.52	17.58	33.33
All Grades	37.19	44.69	37.22	31.88	27.01	33.66	30.94	28.30	29.13

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	35.29	34.15	50.00	41.18	43.90	17.65	23.53	21.95
Grade 4	13.58	27.54	25.00	51.85	46.38	47.06	34.57	26.09	27.94
Grade 5	24.44	20.48	25.33	44.44	45.78	45.33	31.11	33.73	29.33
Grade 6	29.63	37.36	21.43	49.38	41.76	50.00	20.99	20.88	28.57
All Grades	24.69	30.23	26.54	48.75	43.73	46.60	26.56	26.05	26.86

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.65	35.29	45.12	38.24	45.59	37.80	19.12	19.12	17.07
Grade 4	22.22	42.03	22.06	39.51	37.68	47.06	38.27	20.29	30.88
Grade 5	17.78	24.10	24.00	54.44	46.99	60.00	27.78	28.92	16.00
Grade 6	35.80	36.26	28.57	41.98	43.96	45.24	22.22	19.78	26.19
All Grades	28.75	34.08	30.42	44.06	43.73	47.25	27.19	22.19	22.33

Conclusions based on this data:

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to math MAP scores.
2. There was a slight increase in the number of students that almost met or did not meet standards in math. As we examine last years' scores, we are keeping in mind that a staff member lost her husband in a work-related accident the day before we began testing.
3. When comparing cohort groups, the percentage for students that met or exceeded standards has generally decreased from year to year. Math will continue to be an area of focus at River Oaks.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.2	1435.6	1442.7	1438.5	1434.4	1428.7	27	22
Grade 1	1513.1	1488.5	1499.1	1498.5	1526.6	1477.8	15	23
Grade 2	1531.6	1556.4	1544.4	1547.0	1518.5	1565.2	19	14
Grade 3	1495.9	1496.5	1485.2	1484.4	1506.1	1508.1	15	14
Grade 4	*	1511.1	*	1496.6	*	1524.8	*	13
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	1536.3	*	1550.2	*	1521.8	*	12
All Grades							99	106

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	44.44	54.55	*	27.27	*	9.09	27	22
1	*	30.43	*	56.52	*	13.04		0.00	15	23
2	84.21	50.00	*	42.86	*	7.14	*	0.00	19	14
3	*	21.43	*	42.86	*	28.57	*	7.14	15	14
4	*	15.38	*	46.15		38.46	*	0.00	*	13
5	*	*	*	*		*		*	*	*
6	*	16.67	*	50.00	*	25.00		8.33	*	12
All Grades	45.45	24.53	38.38	49.06	*	20.75	*	5.66	99	106

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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
559	60.5	18.4	0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	18.4
Foster Youth	0	0
Homeless	17	3.0
Socioeconomically Disadvantaged	338	60.5
Students with Disabilities	85	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
American Indian	3	0.5
Asian	27	4.8
Filipino	6	1.1
Hispanic	287	51.3
Two or More Races	5	0.9
Pacific Islander	5	0.9
White	220	39.4

Conclusions based on this data:

1. Our Hispanic student population continues to increase each year, according to the data. We are continuing to work to increase student achievement for this student population.
2. Our Socioeconomically Disadvantaged population continues to increase each year, according to the data. We are continuing to work to increase student achievement for this student population.
3. Students with disabilities continues to be a significant student group at River Oaks. Over 14% of our student population is on an IEP. We are continuing to work to increase student achievement for this student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="228 453 509 485">English Language Arts</p>  <p data-bbox="331 531 407 558">Green</p>	<p data-bbox="690 453 951 485">Chronic Absenteeism</p>  <p data-bbox="781 531 857 558">Orange</p>	<p data-bbox="1170 453 1377 485">Suspension Rate</p>  <p data-bbox="1235 531 1312 558">Yellow</p>
<p data-bbox="290 642 448 674">Mathematics</p>  <p data-bbox="331 720 407 747">Green</p>		

Conclusions based on this data:

1. Chronic Absenteeism is an area of focus for River Oaks. We will continue to seek ways to promote regular attendance.
2. The River Oaks staff continues to find alternative ways of discipline to suspension.

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>14.9 points above standard</p> <p>Declined -14.9 points</p> <p>303</p>	<p>English Learners</p> <p>Orange</p> <p>9.1 points below standard</p> <p>Maintained -1.3 points</p> <p>92</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>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.2 points below standard</p> <p>Declined -13.3 points</p> <p>193</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>59.6 points below standard</p> <p>Maintained -1 points</p> <p>49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 67.5 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3 points below standard Declined Significantly -16.8 points 171	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 44.9 points above standard Declined Significantly -15.3 points 105

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.6 points below standard Increased ++7.6 points 42	37.4 points above standard Increased ++4.8 points 50	24.2 points above standard Declined Significantly -20.8 points 201

Conclusions based on this data:

1. We are continuing to make growth with our Socioeconomically Disadvantaged students.
2. Our English Learners are continuing to receive support through designated and integrated ELD.
3. Students with Disabilities continue to be a target group. The district has purchased ELA curriculum for this group and is in the process of purchasing math curriculum that is designed to better support students with disabilities.

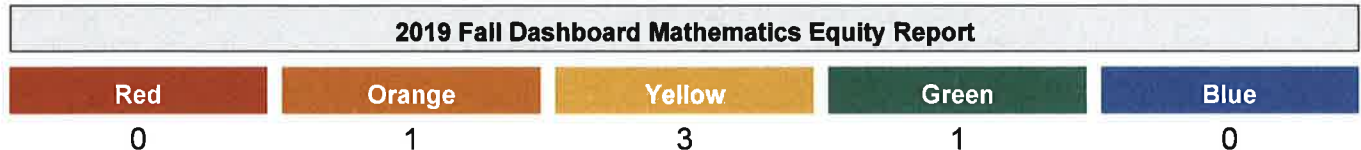
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 2.9 points above standard Declined -8.3 points 303	<p>English Learners</p>  Yellow 24.2 points below standard Maintained ++2.9 points 92	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p>  Yellow 19.3 points below standard Declined -7 points 193	<p>Students with Disabilities</p>  Orange 80.7 points below standard Maintained ++1.7 points 49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 69.2 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.6 points below standard Declined -7.4 points 171	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 32.6 points above standard Declined -13.7 points 105

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.5 points below standard Increased ++4 points 42	17.2 points above standard Increased ++12.6 points 50	12.8 points above standard Declined -14.7 points 201

Conclusions based on this data:

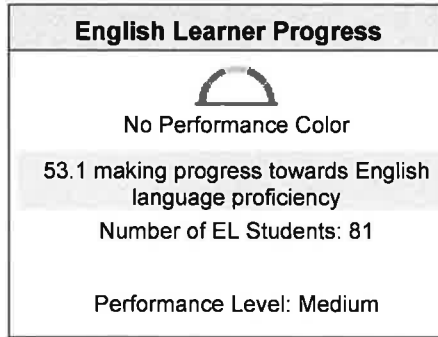
1. We are continuing to make growth with our Socioeconomically Disadvantaged students.
2. Our English Learners are continuing to receive support through designated and integrated ELD.
3. Students with Disabilities continue to be a target group. The district is in the process of purchasing math curriculum that is designed to better support students with disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.7	27.1	13.5	39.5

Conclusions based on this data:

1. Through designated and integrated ELD, we are continuing to strive to improve English Learner progress.
2. Long Term English Learners (LTEL) continue to be a focus group.

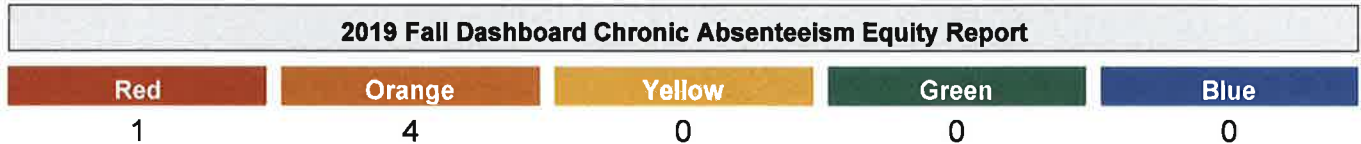
School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 10.6 Increased +1.5 585	<p>English Learners</p>  Orange 11.7 Increased +2.8 120	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 13 23	<p>Socioeconomically Disadvantaged</p>  Orange 12 Increased +2.3 368	<p>Students with Disabilities</p>  Red 21.4 Increased +6.1 112

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 3.6 Increased +3.6 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.8 Increased +0.6 297	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 11.4 Increased +2.2 229

Conclusions based on this data:

1. Based on the data, chronic absenteeism continues to be an area of concern for our Hispanic students. Our School Attendance Review Team (SART) will analyze absenteeism by this student population to see if there are patterns, ie extended vacation time during the holidays.
2. Based on the data, chronic absenteeism continues to be an area of concern for our Students with Disabilities. Our SART will analyze absenteeism by this student population to determine if our data is reflective of the group of as a whole, or of a few students with chronic medical conditions.
3. Based on the data, chronic absenteeism continues to be an area of concern for our White student group. Our SART will analyze the data to look for patterns, etc.

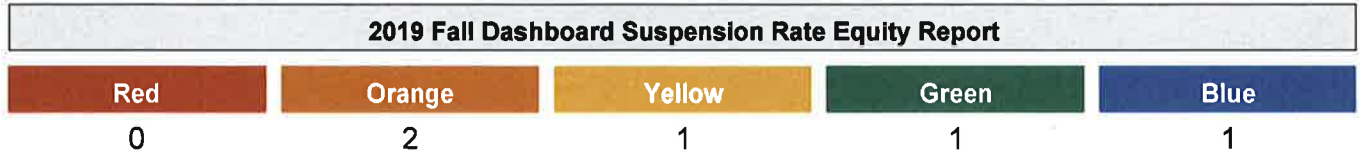
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 0.8 Increased +0.3 598	<p>English Learners</p>  Blue 0 Maintained 0 121	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3
<p>Homeless</p>  No Performance Color 0 23	<p>Socioeconomically Disadvantaged</p>  Orange 1.1 Increased +0.5 374	<p>Students with Disabilities</p>  Orange 2.5 Increased +0.5 118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 28	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.7 Increased +0.3 303	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 5	 Green 0.9 Maintained -0.1 234

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.8

Conclusions based on this data:

- 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 that they agree or strongly agree that they have a caring adult on campus will increase by 5%.	In 2019-2020, 70% of 5th graders and 73% of 6th graders reported that they agree or strongly agree that they have a caring adult on campus.	We will be using the CalSCHLS survey in 2020-2021 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, 2020 Math MAP scores, 50% of all 1st through 6th graders met or exceeded their growth goals.	At least 55% of all 1st through 6th graders will meet or exceed their 2020/2021, Winter MAP math growth goals.
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Based on the Winter, 2020 Reading MAP scores, 51% of all 1st through 6th graders met or exceeded their growth goals.	At least 56% of all 1st through 6th graders will meet or exceed their 2020/2021, 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, 2020 Math MAP scores, 53% of all 1st through 6th graders met or exceeded their grade level mean RIT.	At least 58% of all 1st through 6th graders will meet or exceed their grade level mean RIT scores for math on the 2020/2021, Winter MAP assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students meeting or exceeding their grade level mean RIT in Reading on NWEA MAP will increase 5%.	Based on the Winter, 2020 Reading MAP scores, 53% of all 1st through 6th graders met or exceeded their grade level mean RIT.	At least 58% of all 1st through 6th graders will meet or exceed their grade level mean RIT scores for reading on the 2020/2021, 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 2020/2021 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 2020/2021 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 2021 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 2020/2021 school year based on ELPAC and MAP scores.
School Chronic absenteeism will decrease by 1%.	The Chronic absenteeism rate was 12.95% for the 2019/2020 school year.	The Chronic absenteeism rate for the 2020/2021 school year will be, at most, 11.95%
School attendance will be maintained at 96% or greater.	School attendance for the 2019/2020 school year was 95.158%.	School attendance will be increased to at least 96% for the 2020/2021 school year.
School suspension rate will decrease by 33% or greater.	The school suspension rate for the 2019/2020 school year was 3 (.5%).	The school suspension rate for the 2020/2021 school year will be no more than 2 (.5%)
School expulsion rate will maintain at .0%	The school expulsion rate was 0 for the 2019/2020 school year.	The school expulsion rate will remain at 0 for the 2020/2021 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. 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: Winter 2021 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. Progress towards meeting these goals will be shared with parents and students after the spring 2021 testing windows. Teachers will determine if students met their individual growth goals based on spring 2021 MAP scores for 1st and 2nd grades and winter 2022 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 2021.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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. 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: 2019-20

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 2019/2020 school year.	100% of students will be taught with CCSS aligned ELA/ELD, Math, and NGSS curriculum and supplemental bridge resources during the 2020/2021 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 2019/2020 school year.	100% of TK-8 teachers will receive professional development to implement the CCSS in ELA/ELD, Math & NGSS during the 2020/2021 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 2019/2020 school year.	100% of the students will use technological resources as needed in order to support academic growth during the 2020/2021 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 2019/2020 school year.	100% of the students will have access to courses in the Visual and Performing Arts (VAPA) during the 2020/2021 school year.
The school's California School Dashboard Academic Indicator	The 2019 California School Dashboard Academic Indicator	Increase in the range of "green" on the 2020/ 2021

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".	California 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 2019 California School Dashboard Academic Indicator for ELA indicates a status of "green".	Increase in the range of "green" on the 2020/2021 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 be the baseline a for 2020/2021 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 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)

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)

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

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)
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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)	Source(s)
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3000.00	Title I 2000-2999: Classified Personnel Salaries IA Extra Time
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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)	Source(s)
7000.00	Title I 1000-1999: Certificated Personnel Salaries Extended Day
3000.00	Title I 1000-1999: Certificated Personnel Salaries Extended Day

Annual Review

SPSA Year Reviewed: 2019-20

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, 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.

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.

[Empty input field]

Title I

Annual Review

SPSA Year Reviewed: 2019-20

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 has been developed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 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: 2019-20

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	\$67,763
Total Federal Funds Provided to the School from the LEA for CSI	\$67,763
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$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	110,070	11,484.00
Title I Part A: Parent Involvement	1,581	831.00
Title I	59,176	-2,395.70
Title III	7,006	-810.00

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

Name of Members	Role
Donna Gill	Principal
Jenny Culp	Other School Staff
Maria West	Classroom Teacher
Donna Mullins	Classroom Teacher
Katey Garibaldi	Classroom Teacher
Rosa Soria	Parent or Community Member
Cristina Gutierrez	Parent or Community Member
Alicia Tovar	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 17, 2020.

Attested:



Principal, Donna Gill on 11/17/20

SSC Chairperson, Rosa Soria on 11/17/20



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	12/7/2020	

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 CalSCHLS survey (2019-2020) noted some very positive feelings that our 5th and 6th grade shared about Valley Oaks: For "School Engagement and Supports", over 80% of our students reported to Agree/Strongly Agree that 1) they felt motivated academically, 2) they felt adults had high expectations for them, and 3) there were social and emotional learning supports for them at school. For "School Safety", over 70% of students feel safe both 1) on their way to/home from school, and 2) while they are at school. In the area of "School Disciplinary Environment", over 85% of students felt like the rules are clear, and over 90% of students felt like they are treated with respect. And finally, over 75% of the students said that they Agree/Strongly Agree that Valley Oaks "encourages me to know and use my strengths to do what I do best."

Parent Survey: The most recent CalSCHLS surveys conducted during the 2019-2020 school year revealed very positive aspects of parent sentiment toward Valley Oaks: For "Parental Involvement", 94% of parents Agree/Strongly agree that Valley Oaks "encourages me to be an active partner with the school in educating my child," and 92% of parents Agree/Strongly agree that "Parents feel welcome to participate at this school". In the area of "School Supports for Students", 99% of parents Agree/Strongly Agree that Valley Oaks "has adults who really care about students", and 92% of parents Agree/Strongly Agree that Valley Oaks "promotes academic success for all students." In the area of "Fairness, Rule Clarity and Respect for Diversity", 90% of parents Agree/Strongly agree that 1) School clearly communicates consequences of breaking rules, and 2) School promotes respect of all cultural beliefs and practices. In the area of "Facilities", 87% of parents Agree/Strongly Agree that Valley Oaks "has clean and well-maintained facilities/properties".

Teacher Survey: The most recent CalSCHLS survey conducted during the 2019-2020 school revealed very high levels of agreement among Valley Oaks Staff. In the area of "School Supports for Students", over 92% of all staff Agree or Strongly Agree to the following: 1) Caring Adult Relationships, 2) High Expectations by Adults in School, 3) Opportunities for Student Participation, 4) Promotion of Parent Involvement, 5) Student Learning Environment, 6) Social/Emotional Supports at School, and 7) Adequate Counseling/Support Services. In the area of "School Supports for Staff", over 91% of staff Agree/Strongly Agree that there is 1) a positive Staff Working Environment, and 2) Staff Collegiality. In the area of School Safety, 92% of Valley Oaks staff Agree/Strongly Agree that the school is Safe for Staff and 96% Agree/Strongly Agree that the school is Safe for Students. Finally, over 92% of Valley Oaks staff Agree/Strongly Agree that there is 1) Fairness and Rule Clarity and 2) Respect for Diversity at Valley Oaks.

Classroom Observations

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

All teachers at Valley Oaks are observed and given feedback at least two (2) times each school year. These are typically 10-15 minute observations. Additionally, teachers who are in their first two (2) years of teaching and teachers who are in their evaluation year have at least six (6) of the 10-15

minute observations, as well as longer, more formal 30+ minute observations, with end-of-year evaluations. A 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 all of our students reading at grade level by the end of third grade. The belief is that literacy, first and foremost, affects all aspects (or subjects) in education. In order to achieve this, heavy emphasis has been placed on 1) Strong instruction in Early Literacy in Grades TK-3, and 2) High Quality/Quantity Reading Practice for Grades 2-6. Site funds are used to hire/train paraprofessionals (Instructional Assistants) who work together with classroom teachers to give personalized reading instruction to students in small groups. Students who do not meet reading benchmarks receive additional instructional in small groups, in their area of need. Teachers and administration meet together in Academic Conferences throughout the year to evaluate student progress. Local assessments, as well as MAP assessments and SBAC data are used to help with the evaluation of student progress. Furthermore, teachers (and IAs) share student progress with administration on a regular basis (monthly minimum), to monitor progress. For students who continue to struggle, teachers will recommend a student to the Multi-Tiered System of Support (MTSS) Team, where the struggles are discussed and interventions are put in place. Parents are made aware of student progress through regular contact by the teachers (Class Dojo, Scholastic, Remind, etc.) and through PLP Check-In Conferences, Parent/Teacher/Student Conferences, and Student Success Team (SST) meetings.

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

The Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, establish learning goals and outcomes/expectations in the areas of ELA & Mathematics. District Curriculum Coaches provide professional development and support the implementation of the California Common Core State Standards (CCSS), in the areas of English Language Arts and Mathematics. Teachers use the assessments included in the district-adopted ELA curriculum and the Math curriculum to monitor student progress. Based on the results of these assessments, teachers are able to modify their instruction to meet the needs of their students, giving additional support to those who need it.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Valley Oaks Elementary meet "Highly Qualified" teacher requirements.

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

Valley Oaks will utilize services of the district in advertising for any vacancies that may occur at the school. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview. All teachers have participated in district-wide and grade-level-span specific professional development with the recent ELA adoption. Additionally, there have been multiple trainings for the Benchmark ELD (Integrated and Designated) given to staff at Valley Oaks. Instructional Aides and selected teachers have also participated in training and/or refresher courses in the areas of Early Literacy instruction (SIPPS) and intervention strategies. Furthermore, selected teachers were trained in Next Generation Science Standards and serve as grade-level and site-level resources for training in teaching science to our students.

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

Curriculum Coaches provide professional development and support the implementation of the California CCSS. The focus for professional development is structured to prepare staff for the continued implementation of the California CCSS, the Next Generation Science Standards (NGSS), and district/school focus areas. The Galt Joint Union Elementary School District (GJUESD) district and site administrators (principals), and teacher leaders (academic coaches) participate in professional development in order to ensure that all teachers are supported in the transition. Technology tools are utilized to implement and support the CCSS.

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

Principals are primarily responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher "mentors" will provide support beyond coaching by administrative or other staff to new staff members. District instructional coaches are also utilized to provide support, suggestions, and ideas for teachers at all grade levels.

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

The grade-level Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, will establish learning goals and outcomes/expectations for ELA, Mathematics, and Science. PLCs meet on a weekly basis to review data, review assessments and curriculum, and engage in CCSS-based planning. They share their notes weekly with site administration and feedback is shared.

Teaching and Learning

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

Curriculum, instruction, and instructional materials are all aligned with the 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 fourth 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 2020-2021. 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, in ELA and Math, according to their needs.

Parental Engagement

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

Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of Valley Oaks' educational program. Students not making growth or making minimal growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

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

School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The ELAC, made up of parents of students learning English, and facilitated by a faculty member and administration, advises the school on the program for English Learner students. The school elects a School Site Council to develop this Single Plan and budget in order to meet the needs of the school. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

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

Instructional Assistants and Bilingual Instructional Assistants are provided through Title I and Supplemental/Concentration funding. Services provided include support in the area of reading and math instruction and intervention. Students not meeting academic standards benefit from the personnel, services, and materials that these funds provide.

Fiscal support (EPC)

Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and the overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Valley Oaks seeks the input and advice of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) in reviewing, revising, and establishing goals and actions for the SPSA. Meetings are generally held at the beginning of the year where the committees review the previous year's plan, give suggestions for the new year's plan, and review the draft of the SPSA before final approval.

Resource Inequities

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

To improve academic performance, Students With Disabilities have the need for supplemental/modified curriculum for ELA and Mathematics. The district purchased a modified ELA curriculum in 2018-19. Teachers are participating in professional learning to implement the new resources. The district purchased a supplemental math curriculum in 2019-20 with professional development planned 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.18%	0.34%	0.36%	1	2	2
African American	0.18%	0.86%	1.6%	1	5	9
Asian	0.71%	0.69%	0.71%	4	4	4
Filipino	0.88%	0.17%	0.18%	5	1	1
Hispanic/Latino	86.77%	83.36%	82.92%	492	486	466
Pacific Islander	0.71%	0.86%	0.53%	4	5	3
White	10.23%	13.55%	13.52%	58	79	76
Multiple/No Response	%	%	0.18%			0
Total Enrollment				567	583	562

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	90	86	81
Grade 1	81	87	66
Grade 2	65	82	83
Grade 3	80	66	82
Grade 4	78	81	68
Grade 5	96	85	93
Grade 6	77	96	89
Total Enrollment	567	583	562

Conclusions based on this data:

1. The vast majority of the students at Valley Oaks are Hispanic/Latino.
2. Enrollment at Valley Oaks decreased in 2019-2020 after increasing for three consecutive years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	321	293	287	56.6%	50.3%	51.1%
Fluent English Proficient (FEP)	69	83	68	12.2%	14.2%	12.1%
Reclassified Fluent English Proficient (RFEP)	20	30	8	6.4%	9.3%	2.7%

Conclusions based on this data:

1. The percentage of English Learners increased slightly from 18/19 to 19/20.
2. The number and percentage of Fluent English Proficient students decreased slightly from 18/19 to 19/20.
3. The number and percentage of Reclassified Fluent English Proficient students decreased from 18/19 to 19/20 (no testing due to COVID-19).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	76	68	79	72	67	79	72	67	100	94.7	98.5
Grade 4	93	81	86	92	79	84	92	79	84	98.9	97.5	97.7
Grade 5	75	96	85	74	94	84	74	94	84	98.7	97.9	98.8
Grade 6	91	80	99	91	80	98	91	80	98	100	100	99
All	338	333	338	336	325	333	336	325	333	99.4	97.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2369.	2395.	2403.	6.33	12.50	14.93	17.72	25.00	20.90	31.65	27.78	26.87	44.30	34.72	37.31
Grade 4	2410.	2430.	2454.	8.70	12.66	19.05	16.30	21.52	21.43	19.57	22.78	28.57	55.43	43.04	30.95
Grade 5	2442.	2430.	2474.	12.16	3.19	16.67	17.57	19.15	23.81	16.22	24.47	23.81	54.05	53.19	35.71
Grade 6	2474.	2487.	2491.	6.59	8.75	6.12	17.58	20.00	27.55	35.16	35.00	30.61	40.66	36.25	35.71
All Grades	N/A	N/A	N/A	8.33	8.92	13.81	17.26	21.23	23.72	25.89	27.38	27.63	48.51	42.46	34.83

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	7.59	13.89	22.39	37.97	47.22	44.78	54.43	38.89	32.84	
Grade 4	9.78	19.23	25.00	45.65	41.03	41.67	44.57	39.74	33.33	
Grade 5	10.81	7.45	22.62	40.54	39.36	42.86	48.65	53.19	34.52	
Grade 6	9.89	10.00	14.29	42.86	45.00	43.88	47.25	45.00	41.84	
All Grades	9.52	12.35	20.72	41.96	42.90	43.24	48.51	44.75	36.04	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.59	8.33	7.46	37.97	47.22	62.69	54.43	44.44	29.85
Grade 4	8.70	10.26	9.52	41.30	43.59	66.67	50.00	46.15	23.81
Grade 5	16.22	8.51	22.62	39.19	39.36	41.67	44.59	52.13	35.71
Grade 6	9.89	11.25	8.16	45.05	46.25	50.00	45.05	42.50	41.84
All Grades	10.42	9.57	12.01	41.07	43.83	54.65	48.51	46.60	33.33

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.59	20.83	11.94	60.76	61.11	73.13	31.65	18.06	14.93
Grade 4	2.17	16.67	21.43	60.87	61.54	58.33	36.96	21.79	20.24
Grade 5	9.46	5.32	15.48	54.05	59.57	55.95	36.49	35.11	28.57
Grade 6	7.69	11.25	7.14	62.64	63.75	72.45	29.67	25.00	20.41
All Grades	6.55	12.96	13.81	59.82	61.42	64.86	33.63	25.62	21.32

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.86	18.06	11.94	56.96	50.00	53.73	34.18	31.94	34.33
Grade 4	20.65	14.10	13.10	40.22	50.00	57.14	39.13	35.90	29.76
Grade 5	12.16	12.77	15.48	36.49	34.04	54.76	51.35	53.19	29.76
Grade 6	14.29	17.50	16.33	48.35	52.50	50.00	37.36	30.00	33.67
All Grades	14.29	15.43	14.41	45.54	45.99	53.75	40.18	38.58	31.83

Conclusions based on this data:

1. Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for English Language Arts/Literacy on the CAASP for the fourth consecutive year.
2. For the fourth consecutive year, there was an increase in the percentage of students who Met/Exceeded Standard in Overall Achievement in English Language Arts/Literacy and a decrease in the percentage of students who Did Not Meet Standard.
3. Listening and Research/Inquiry were the two areas of English Language Arts/Literacy in which Valley Oaks students achieved the best results (% of students Above and At or Near Standard).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
583	87.8	50.3	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	293	50.3
Foster Youth	1	0.2
Homeless	32	5.5
Socioeconomically Disadvantaged	512	87.8
Students with Disabilities	80	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian	2	0.3
Asian	4	0.7
Filipino	1	0.2
Hispanic	486	83.4
Two or More Races	1	0.2
Pacific Islander	5	0.9
White	79	13.6

Conclusions based on this data:

1. An overwhelming majority of the students at Valley Oaks are Socioeconomically Disadvantaged.
2. An overwhelming majority of the students at Valley Oaks are of Hispanic/Latino origin.
3. Over half of the students at Valley Oaks are learning English as their second language.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. Suspension Rate improved from Orange to Green.
2. Mathematics improved from Orange to Yellow.
3. Chronic Absenteeism remained in Orange.

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>29.9 points below standard</p> <p>Increased Significantly ++20.8 points 312</p>	<p>English Learners</p> <p>Yellow</p> <p>45.4 points below standard</p> <p>Increased Significantly ++18.2 points 198</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>50.2 points below standard</p> <p>Increased Significantly ++23 points 18</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.9 points below standard</p> <p>Increased Significantly ++19.5 points 279</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>113.2 points below standard</p> <p>Increased Significantly ++22.9 points 44</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.5 points below standard Increased Significantly ++17.6 points 268	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 2.8 points above standard Increased Significantly ++28.6 points 36

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.9 points below standard Increased Significantly ++21.2 points 143	10.7 points above standard Increased Significantly ++26 points 55	9.6 points below standard Increased Significantly ++31.2 points 101

Conclusions based on this data:

1. ALL of our significant student groups increased in ELA scores from 2018 to 2019.
2. The Students with Disabilities student group increased in points the most, moving from Red to Orange.
3. The group of Reclassified English Learners (RFEP) scored the highest out of all student groups.

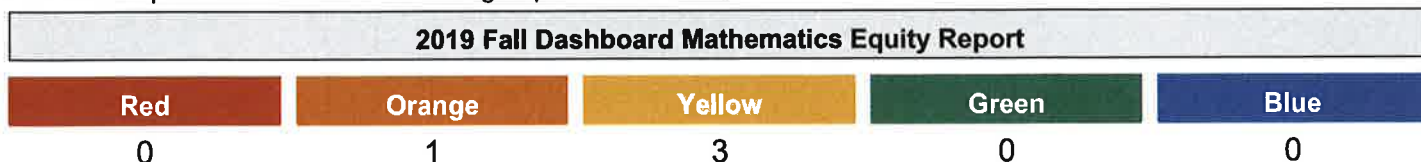
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 49.8 points below standard Increased ++12 points 312	<p>English Learners</p>  Yellow 58.5 points below standard Increased ++12.8 points 198	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 90.2 points below standard Declined -3 points 18	<p>Socioeconomically Disadvantaged</p>  Yellow 53.4 points below standard Increased ++9.7 points 279	<p>Students with Disabilities</p>  Orange 127.4 points below standard Increased ++7.3 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">Asian</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>
<p align="center">Hispanic</p>  <p align="center">Yellow 55.2 points below standard Increased ++10.3 points</p> <p align="center">268</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p>	<p align="center">White</p>  <p align="center">No Performance Color 18.9 points below standard Increased Significantly ++17.5 points</p> <p align="center">36</p>

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<p align="center">Current English Learner</p> <p align="center">71.3 points below standard Increased ++11.7 points</p> <p align="center">143</p>	<p align="center">Reclassified English Learners</p> <p align="center">25.1 points below standard Increased Significantly ++25.3 points</p> <p align="center">55</p>	<p align="center">English Only</p> <p align="center">38.6 points below standard Increased Significantly ++20.1 points</p> <p align="center">101</p>
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Conclusions based on this data:

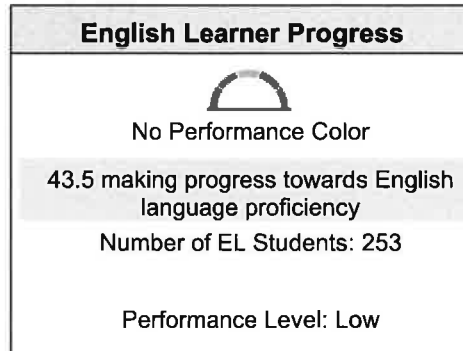
1. ALL of the five student groups increased in scores and showed growth.
2. Overall (All Students) increased from Orange to Yellow.
3. Students with Disabilities student group increased from Red to Orange.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.9	35.5	10.2	33.2

Conclusions based on this data:

1. There is a large number of students at Valley Oaks (over 56%) who are English Learners and take the annual ELPAC assessment.
2. 76% of our English Learner students showed English Skills at Level 4 or Level 3 of the ELPAC assessment.
3. 33% of our English Learner students progressed at least one level and 10% of our EL students maintained in Level 4 (Highest level)

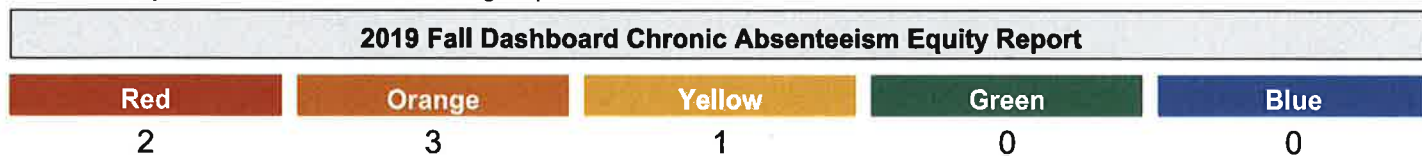
School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 14.1 Increased +2.9 616	<p>English Learners</p>  Orange 9.9 Increased +2.7 303	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  Orange 19 Increased +10.9 42	<p>Socioeconomically Disadvantaged</p>  Red 14 Increased Significantly +3.4 541	<p>Students with Disabilities</p>  Orange 17 Increased +3 94

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.1 Increased Significantly +3.8 504	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 14.1 Declined -5.3 92

Conclusions based on this data:

- Four out of the seven Student Groups scored in the Orange category.
- All student groups, with the exception of White, increased in Chronic Absenteeism.
- Our Homeless student group had the highest percentage of 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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Green</p> <p>2.4</p> <p>Declined Significantly -1.2</p> <p>625</p>	<p>Green</p> <p>1.3</p> <p>Declined -0.5</p> <p>304</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Red</p> <p>6.7</p> <p>Increased +4.1</p> <p>45</p>	<p>Green</p> <p>2.4</p> <p>Declined Significantly -1.4</p> <p>550</p>	<p>Green</p> <p>2.1</p> <p>Declined -5.4</p> <p>95</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 2 Declined Significantly -1.3 509	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 5	 Yellow 4.3 Declined -2.8 94

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.6	2.4

Conclusions based on this data:

- Four of the six Student Groups (Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners) scored in the Green category.
- There was a big reduction in student suspensions, which lead to overall improvement (All Students) from Orange to Green.
- The Homeless student group is the only student group with an increase in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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 English Language Proficiency Assessments for California (ELPAC), is 10% (lower than the state average).

***Based on 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 "Connected to School" on CalSCHLS Survey will increase 5% each year.

Students reporting being "Connected to School" on 2019-2020 CalSCHLS Survey was: 66.5%

Students reporting being "Connected to School" on 2020-2021 CalSCHLS Survey will be: 71.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 2020 Winter MAP MATH = 51.7%	Students meeting/exceeding their personal growth for 2021 Winter MAP MATH will be 56.7%
Students meeting/exceeding their personal growth target for READING on NWEA MAP will increase 5%.	Students meeting/exceeding their personal growth target for 2020 Winter MAP READING = 46.7%	Students meeting/exceeding their personal growth for 2021 Winter MAP READING will be 51.7%
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 for 2020 Winter MAP MATH = 45.1%	Students meeting/exceeding their grade level mean RIT for 2021 Winter MAP MATH will be: 50.1%
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 for 2020 Winter MAP READING = 48.8%	Students meeting/exceeding their grade level mean RIT for 2021 Winter MAP MATH will be: 53.8%
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%
3rd grade students meeting/exceeding their grade level Reading targets on the	***3rd grade students meeting/exceeding their grade level Reading targets on the	***3rd grade students meeting/exceeding their grade level Reading targets on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Reading Assessments (DRAs) will increase 5%.	District Reading Assessments (DRAs) is: 69%	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 3%.	School Chronic Absenteeism rate is: 13.4%	School Chronic Absenteeism rate will be: 10.4%
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: <1%	School Suspension Rate will maintain at <1%
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

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: Winter 2020 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 Winter 2020 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)

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)

26,473

Title I

	2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
150	Title I 1000-1999: Certificated Personnel Salaries Release Time for ELD planning
500	Title I 4000-4999: Books And Supplies ELA/ELD Instructional Materials / Technology
101,050	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
17,791	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
31,668	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
64,634	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
2500	LCFF - Supplemental 4000-4999: Books And Supplies School/Classroom/Student Supplies and/or Materials
3000	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants - Substitute(s)
702	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)

250

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)
100	Title I 4000-4999: Books And Supplies Yard Supervisor Training / Materials
500	Title I 4000-4999: Books And Supplies Student Incentives/Awards - Social/Emotional
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Anti-Bullying/Positive Behavior Assembly and/or Presentations
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional hours for Classified Staff for additional help/coverage of students
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies/Materials for Safe School Ambassadors Trainings/Family Meetings
729	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes/Extra Time for Safe School Ambassador Training/Implementation
500	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)
300	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques
500	Title I 4000-4999: Books And Supplies SIPPS Materials (3rd Edition)
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Support (Ext. Day)
250	Title I 1000-1999: Certificated Personnel Salaries Release Time for Teacher Observations of other Teachers
1000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Supplemental Support (Ext. Day)
500	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training/Substitutes for Teachers

Annual Review

SPSA Year Reviewed: 2019-20

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)

500

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)

500	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
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), Lexia, Khan Academy, Zearn, Prodigy, and other web-based learning programs.

All students will be given opportunities to earn participation in an AR Literary Incentive each trimester - by meeting their Points (Quantity) and Comprehension (Quality) Reading Goals.

Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers, and staff in all technology-related areas.

The BFLC will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6200

LCFF - Supplemental
4000-4999: Books And Supplies
RenLearn License (AR, STAR Reading)

300

Title I
4000-4999: Books And Supplies
RenLearn License (Math Facts in a Flash)

750

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)
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6000	Title I 4000-4999: Books And Supplies Technology maintenance, upgrades, and improvements (Hardware)
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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)

Source(s)

200	Title I 4000-4999: Books And Supplies Materials to be used during Service Learning Projects
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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)

2000	Title I
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	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
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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.
200	Title I 1000-1999: Certificated Personnel Salaries Teacher pay for Makerspace Club
100	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)

	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract for Teaching Artist Residencies (No Payment this year - rollover from 19/20)
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Annual Review

SPSA Year Reviewed: 2019-20

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 over 100 families. The following is their overall response % of Agree/Strongly Agree:</p> <p>SCHOOL SUPPORTS FOR STUDENTS:</p> <ul style="list-style-type: none"> • VO has adults who really care about students: 99% • VO promotes academic success for all students: 92% • VO is a safe place for my child: 91% • VO motivates students to learn: 90% • VO provides opportunities for meaningful student participation: 77% <p>FAIRNESS, RULE CLARITY, RESPECT FOR DIVERSITY:</p> <ul style="list-style-type: none"> • VO promotes respect of all cultural beliefs and practices: 90% • VO clearly communicates 	<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>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>consequences of breaking rules: 90%</p> <ul style="list-style-type: none"> • VO treats all students with respect: 87% • VO enforces school rules equally: 84% <p>PARENTAL INVOLVEMENT:</p> <ul style="list-style-type: none"> • VO encourages me to be an active partner with the school in educating my child: 94% • Parents feel welcome to participate at VO: 92% • School allows input and welcomes parents' contributions: 87% • School actively seeks the input of parents before making important decisions: 73% <p>FACILITIES:</p> <ul style="list-style-type: none"> • VO has clean and well-maintained facilities/properties: 87% 	
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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)
1559	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting/Translating Services
3544	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant
500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child Care at Parent Meetings
200	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Training Supplies/Materials

Strategy/Activity 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: 2019-20

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: 2019-20

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	\$104,613
Total Federal Funds Provided to the School from the LEA for CSI	\$104,613
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$294,484.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$84,563.00
Title I Part A: Parent Involvement	\$2,259.00
Title III	\$17,791.00

Subtotal of additional federal funds included for this school: \$104,613.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$189,871.00

Subtotal of state or local funds included for this school: \$189,871.00

Total of federal, state, and/or local funds for this school: \$294,484.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	84,563	0.00
Title I Part A: Parent Involvement	2,259	0.00
LCFF - Supplemental	189,871	0.00
Title III	17,791	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	189,871.00
Title I	84,563.00
Title I Part A: Parent Involvement	2,259.00
Title III	17,791.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	9,779.00
2000-2999: Classified Personnel Salaries	254,219.00
4000-4999: Books And Supplies	27,966.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	2,020.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,729.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	172,628.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,514.00
1000-1999: Certificated Personnel Salaries	Title I	3,050.00
2000-2999: Classified Personnel Salaries	Title I	61,741.00
4000-4999: Books And Supplies	Title I	17,252.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,020.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,059.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00
2000-2999: Classified Personnel Salaries	Title III	17,791.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	264,347.00
Goal 2	22,384.00
Goal 3	7,753.00
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.

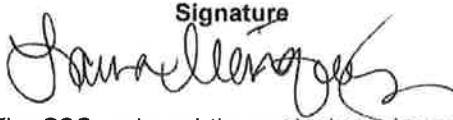
Recommendations and Assurances

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 12/7/2020.

Attested:



Principal, David Nelson on 12/7/2020



SSC Chairperson, Kristin Kendall on 12/7/2020

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vernon E. Greer Elementary School	34 67348 0119420	November 30, 2020	

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

At Vernon E. Greer Elementary staff, families, and learners completed the California Healthy Kids Survey. Here is a summary of the February 2020 Main Report:

School Engagement and Supports

Over 80% of students are academically motivated and believe there are high expectations of them.

Over 75% indicated that there are social and emotional supports available.

School Safety

Over 65% of students feel safe on campus. Less than 5% report seeing a weapon on campus.

School Disciplinary Environment

Over 85% of students have a clear understanding about behavior expectations. Over 73% believe they are treated with respect.

Substance Use and Physical/Mental Health

There are 18% of students that report a late bedtime. Over 30% indicate that they have experienced sadness.

Parental Involvement

Over 93% of our families feel welcome to participate on campus and believe that we have staff that really care about students. Over 90% feel staff are helpful and treat them with respect. Over 94% report being encouraged to be an active partner. We have 76% of families that participate in school events. There are 20% of families that report meeting with our social worker for outreach services.

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

2020-2021

44 Distance Learning classroom observations have been completed to date.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	1.08%	1.62%	1	5	8
African American	1.09%	1.3%	1.01%	5	6	5
Asian	1.09%	0.86%	1.82%	5	4	9
Filipino	1.96%	2.16%	2.23%	9	10	11
Hispanic/Latino	58.26%	54.86%	54.86%	268	254	271
Pacific Islander	0.43%	0.43%	0.2%	2	2	1
White	33.70%	35.85%	35.02%	155	166	173
Multiple/No Response	%	0.43%	3.24%		2	0
Total Enrollment				460	463	494

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	78	96
Grade 1	52	69	75
Grade 2	63	55	62
Grade 3	60	65	65
Grade 4	56	64	69
Grade 5	66	67	63
Grade 6	82	65	64
Total Enrollment	460	463	494

Conclusions based on this data:

1. Overall enrollment remained relatively constant for the 2010-2020 school year.
2. Overall enrollment in the intermediate grades declined.
3. Site boundaries changed to ensure continued growth.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	120	106	117	26.1%	22.9%	23.7%
Fluent English Proficient (FEP)	44	36	41	9.6%	7.8%	8.3%
Reclassified Fluent English Proficient (RFEP)	12	11	6	10.4%	9.2%	5.7%

Conclusions based on this data:

1. Overall English Learner enrollment remained relatively constant for the 2019-2020 school year.
2. The number of Fluent English Proficient learners significantly decreased.
3. The number of Reclassified Fluent English Proficient learners significantly increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	61	65	55	61	65	55	61	65	100	100	100
Grade 4	66	59	66	66	59	66	66	59	66	100	100	100
Grade 5	84	62	65	84	62	65	84	62	65	100	100	100
Grade 6	75	78	64	74	78	64	74	78	64	98.7	100	100
All	280	260	260	279	260	260	279	260	260	99.6	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2392.	2435.	2426.	9.09	26.23	20.00	23.64	26.23	27.69	32.73	32.79	33.85	34.55	14.75	18.46
Grade 4	2456.	2482.	2479.	19.70	27.12	30.30	27.27	32.20	24.24	15.15	18.64	18.18	37.88	22.03	27.27
Grade 5	2485.	2509.	2500.	14.29	17.74	20.00	30.95	38.71	33.85	20.24	27.42	13.85	34.52	16.13	32.31
Grade 6	2505.	2517.	2517.	8.11	5.13	9.38	24.32	46.15	31.25	40.54	29.49	35.94	27.03	19.23	23.44
All Grades	N/A	N/A	N/A	12.90	18.08	20.00	26.88	36.54	29.23	26.88	27.31	25.38	33.33	18.08	25.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	29.51	23.08	47.27	45.90	58.46	50.91	24.59	18.46
Grade 4	21.21	32.20	30.30	51.52	54.24	48.48	27.27	13.56	21.21
Grade 5	22.62	24.19	23.08	46.43	58.06	47.69	30.95	17.74	29.23
Grade 6	13.51	20.51	23.44	56.76	52.56	53.13	29.73	26.92	23.44
All Grades	15.77	26.15	25.00	50.54	52.69	51.92	33.69	21.15	23.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.36	18.03	18.46	50.91	54.10	50.77	32.73	27.87	30.77
Grade 4	22.73	25.42	10.61	50.00	50.85	69.70	27.27	23.73	19.70
Grade 5	21.43	14.52	20.00	47.62	61.29	49.23	30.95	24.19	30.77
Grade 6	12.16	11.54	10.94	48.65	60.26	51.56	39.19	28.21	37.50
All Grades	18.28	16.92	15.00	49.10	56.92	55.38	32.62	26.15	29.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.45	24.59	24.62	74.55	65.57	63.08	20.00	9.84	12.31
Grade 4	9.09	18.64	21.21	66.67	71.19	65.15	24.24	10.17	13.64
Grade 5	13.10	14.52	23.08	65.48	70.97	56.92	21.43	14.52	20.00
Grade 6	10.81	16.67	17.19	67.57	70.51	64.06	21.62	12.82	18.75
All Grades	10.04	18.46	21.54	68.10	69.62	62.31	21.86	11.92	16.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.91	22.95	16.92	60.00	57.38	64.62	29.09	19.67	18.46
Grade 4	21.21	20.34	21.21	54.55	61.02	62.12	24.24	18.64	16.67
Grade 5	22.62	27.42	30.77	44.05	61.29	40.00	33.33	11.29	29.23
Grade 6	22.97	23.08	20.31	56.76	55.13	56.25	20.27	21.79	23.44
All Grades	20.07	23.46	22.31	53.05	58.46	55.77	26.88	18.08	21.92

Conclusions based on this data:

1. The data shows not all learners are mastering grade-level standards in the area of English Language Arts/Literacy.
2. The data shows we have the greatest percentage of learners at or near standard.
3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	61	65	55	61	65	55	61	65	100	100	100
Grade 4	66	59	66	66	59	65	66	59	65	100	100	98.5
Grade 5	84	62	65	84	62	65	84	62	65	100	100	100
Grade 6	75	78	64	74	78	64	74	78	64	98.7	100	100
All	280	260	260	279	260	259	279	260	259	99.6	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2442.	2437.	5.45	18.03	23.08	36.36	36.07	32.31	36.36	32.79	20.00	21.82	13.11	24.62
Grade 4	2456.	2471.	2466.	9.09	11.86	10.77	28.79	35.59	29.23	34.85	33.90	40.00	27.27	18.64	20.00
Grade 5	2507.	2505.	2508.	17.86	24.19	24.62	23.81	17.74	21.54	38.10	24.19	23.08	20.24	33.87	30.77
Grade 6	2518.	2535.	2513.	14.86	17.95	14.06	12.16	25.64	21.88	52.70	37.18	28.13	20.27	19.23	35.94
All Grades	N/A	N/A	N/A	12.54	18.08	18.15	24.37	28.46	26.25	40.86	32.31	27.80	22.22	21.15	27.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.45	29.51	36.92	38.18	50.82	29.23	36.36	19.67	33.85
Grade 4	19.70	23.73	24.62	36.36	40.68	27.69	43.94	35.59	47.69
Grade 5	32.14	33.87	32.31	29.76	25.81	32.31	38.10	40.32	35.38
Grade 6	17.57	30.77	25.00	40.54	38.46	34.38	41.89	30.77	40.63
All Grades	24.01	29.62	29.73	35.84	38.85	30.89	40.14	31.54	39.38

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	29.51	29.23	60.00	45.90	47.69	21.82	24.59	23.08
Grade 4	15.15	16.95	9.23	51.52	55.93	64.62	33.33	27.12	26.15
Grade 5	17.86	19.35	20.00	38.10	41.94	50.77	44.05	38.71	29.23
Grade 6	16.22	17.95	14.06	54.05	53.85	34.38	29.73	28.21	51.56
All Grades	16.85	20.77	18.15	49.82	49.62	49.42	33.33	29.62	32.43

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.27	26.23	35.38	56.36	62.30	38.46	16.36	11.48	26.15
Grade 4	16.67	23.73	15.38	48.48	54.24	55.38	34.85	22.03	29.23
Grade 5	19.05	19.35	18.46	57.14	48.39	50.77	23.81	32.26	30.77
Grade 6	14.86	14.10	17.19	52.70	53.85	48.44	32.43	32.05	34.38
All Grades	19.00	20.38	21.62	53.76	54.62	48.26	27.24	25.00	30.12

Conclusions based on this data:

1. The data shows not all learners are mastering grade-level standards in the area of Mathematics.
2. The data shows we have the greatest percentage of learners at or near standard.
3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.7	1458.5	1458.5	1478.4	1399.0	1411.8	21	19
Grade 1	1494.3	1491.8	1482.1	1476.0	1505.9	1507.4	17	19
Grade 2	1495.6	1511.5	1486.0	1499.6	1504.7	1523.1	25	15
Grade 3	1523.7	1489.8	1513.8	1480.4	1533.1	1499.0	15	18
Grade 4	*	1538.5	*	1524.4	*	1552.1	*	17
Grade 5	*	*	*	*	*	*	*	10
Grade 6	1529.0	*	1514.0	*	1543.5	*	11	9
All Grades							107	107

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.90	15.79	*	73.68	*	10.53	*	0.00	21	19
1	70.59	26.32	*	52.63		15.79	*	5.26	17	19
2	60.00	20.00	*	73.33	*	0.00	*	6.67	25	15
3	*	16.67	*	38.89	*	33.33	*	11.11	15	18
4	*	41.18	*	47.06	*	5.88		5.88	*	17
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	11	*
All Grades	50.47	25.23	30.84	55.14	14.02	14.02	*	5.61	107	107

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.90	36.84	*	52.63	*	10.53	*	0.00	21	19
1	70.59	36.84	*	42.11		15.79	*	5.26	17	19
2	64.00	53.33	*	40.00	*	0.00	*	6.67	25	15
3	*	33.33	*	27.78	*	27.78	*	11.11	15	18
4	*	47.06	*	47.06	*	0.00		5.88	*	17
6	*	*	*	*	*	*		*	11	*
All Grades	59.81	47.66	25.23	37.38	10.28	9.35	*	5.61	107	107

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	*	52.63	*	36.84	*	5.26	21	19
1	70.59	36.84	*	21.05		36.84	*	5.26	17	19
2	52.00	13.33	*	80.00	*	0.00	*	6.67	25	15
3	*	5.56	*	44.44	*	33.33	*	16.67	15	18
4	*	35.29	*	47.06	*	11.76	*	5.88	*	17
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*	*	*	11	*
All Grades	40.19	15.89	34.58	46.73	15.89	28.97	*	8.41	107	107

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	80.95	42.11	*	57.89	*	0.00	21	19	
1	82.35	73.68	*	21.05	*	5.26	17	19	
2	60.00	53.33	*	40.00	*	6.67	25	15	
3	*	22.22	*	55.56	*	22.22	15	18	
4	*	35.29	*	52.94	*	11.76	*	17	
6	*	*	*	*		*	11	*	
All Grades	62.62	40.19	31.78	51.40	*	8.41	107	107	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	42.11	*	57.89	*	0.00	21	19
1	64.71	5.26	*	84.21	*	10.53	17	19
2	72.00	40.00	*	53.33	*	6.67	25	15
3	*	55.56	*	33.33	*	11.11	15	18
4	*	70.59	*	23.53	*	5.88	*	17
6	*	*	*	*	*	*	11	*
All Grades	61.68	49.53	30.84	43.93	*	6.54	107	107

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	85.71	100.00	*	0.00	21	19
1	76.47	42.11	*	52.63	*	5.26	17	19
2	64.00	46.67	*	46.67	*	6.67	25	15
3	*	5.56	*	72.22	*	22.22	15	18
4	*	23.53	*	58.82	*	17.65	*	17
6	*	*	*	*	*	*	11	*
All Grades	37.38	18.69	46.73	70.09	15.89	11.21	107	107

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	47.37	*	42.11	*	10.53	21	19
1	*	26.32	*	63.16	*	10.53	17	19
2	56.00	6.67	*	86.67	*	6.67	25	15
3	*	11.11	*	72.22	*	16.67	15	18
4	*	52.94	*	47.06	*	0.00	*	17
6	*	*	*	*	*	*	11	*
All Grades	50.47	28.04	41.12	63.55	*	8.41	107	107

Conclusions based on this data:

1. ELPAC and SBAC data are closely aligned.
2. Sixteen learners meet the Overall 4 criteria for reclassification.

3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
463	66.3	22.9	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	22.9
Foster Youth	1	0.2
Homeless	9	1.9
Socioeconomically Disadvantaged	307	66.3
Students with Disabilities	50	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian	5	1.1
Asian	4	0.9
Filipino	10	2.2
Hispanic	254	54.9
Two or More Races	14	3.0
Pacific Islander	2	0.4
White	166	35.9

Conclusions based on this data:

1. Socioeconomically Disadvantaged student group remained over 50%.
2. English Learners student group dropped to below 25%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 0.1 points above standard Maintained -1.7 points 250	<p>English Learners</p>  Yellow 10.8 points below standard Increased ++5.9 points 72	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 13.9 points below standard Declined -3 points 172	<p>Students with Disabilities</p>  Orange 52 points below standard Maintained -2 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.9 points above standard Increased ++3.1 points 148	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.3 points below standard Declined -7.1 points 81

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
46.6 points below standard Increased ++6.5 points 46	52.6 points above standard Increased Significantly ++29.1 points 26	1.2 points above standard Maintained -2.6 points 169

Conclusions based on this data:

1. The English Learner Student Group increased.
2. The Socioeconomically Disadvantaged Student Group increased.
3. All Students increased 25 points and are 2 points above the standard.

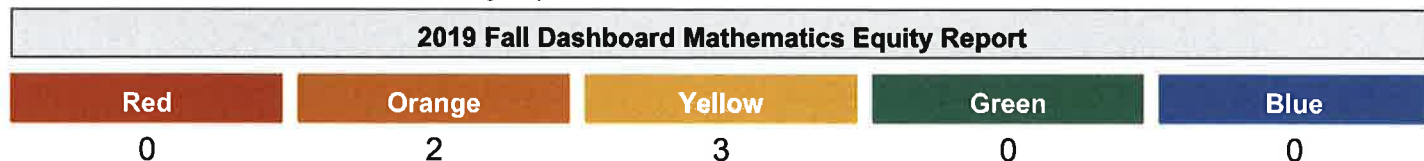
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 16.9 points below standard Declined -5.6 points 249	<p>English Learners</p>  Orange 33.5 points below standard Declined -9.7 points 72	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 31.3 points below standard Declined -6.6 points 171	<p>Students with Disabilities</p>  Yellow 44.2 points below standard Increased ++10.9 points 32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.7 points below standard Declined -3.6 points 147	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 14.5 points below standard Declined -6.7 points 81

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.8 points below standard Declined -6.2 points 46	18.4 points above standard Increased ++6 points 26	12.8 points below standard Maintained -1.8 points 168

Conclusions based on this data:

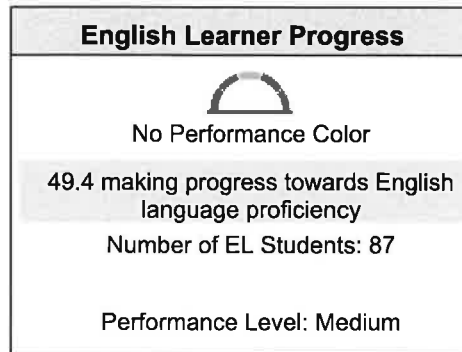
1. The English Learner Student Group increased.
2. The Socioeconomically Disadvantaged Student Group increased.
3. All Students increased 13 points, but are 11 points below the standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	31.0	10.3	39.0

Conclusions based on this data:

1. 50% of learners may be able to reclassify as Fluent English Proficient.
2. 50% of learners will continue to set goals in one or more of the four domains.
3. Our newcomer scored Beginning Stage Level 1.

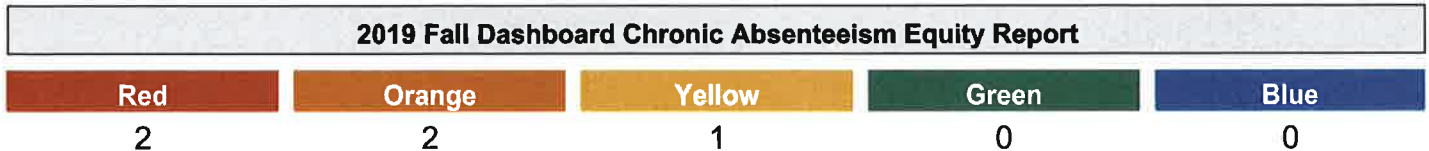
School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 16.7 Increased +1 490	<p>English Learners</p>  Yellow 17.9 Declined -1.9 117	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 21.1 Increased +13.4 19	<p>Socioeconomically Disadvantaged</p>  Red 21.8 Maintained +0.3 331	<p>Students with Disabilities</p>  Red 26.7 Increased +2 75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.2 Increased +1.2 273	 No Performance Color 18.8 Declined -6.3 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 16.3 Increased +1.6 172

Conclusions based on this data:

1. There is an overall increase in Chronic Absenteeism for All Students.
2. Sixteen percent of learners need attendance support.

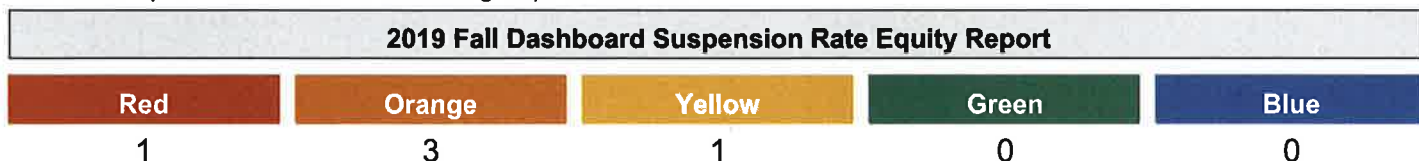
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.8</p> <p>Increased +0.7</p> <p>501</p>	<p>English Learners</p> <p>Orange</p> <p>2.6</p> <p>Increased +0.9</p> <p>117</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Declined -6.3</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>3.8</p> <p>Increased Significantly +2.2</p> <p>338</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>2.6</p> <p>Maintained -0.2</p> <p>77</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9 Increased +1.5 277	 No Performance Color 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data 2	 Orange 3.4 Maintained -0.2 179

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	2.8

Conclusions based on this data:

1. The Homeless Student Group increased.
2. The White Student Group and the Hispanic Student Group both increased.
3. The White Student Group and the Hispanic Student Group remain relatively close.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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 met 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 met 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)

26,894.00

Title I
 2000-2999: Classified Personnel Salaries
 Instructional Assistants and Bilingual
 Instructional Assistants

1,000.00

Title I
 5000-5999: Services And Other Operating
 Expenditures
 Instructional Assistants and Bilingual
 Instructional Assistants

80,971.00

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

2,000.00

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Instructional Assistants and Bilingual
Instructional Assistants

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)

184.51

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Incentives and Rewards

Annual Review

SPSA Year Reviewed: 2019-20

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)

1,216.00

Source(s)

Title I

5800: Professional/Consulting Services And Operating Expenditures

	Professional Development
400.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional Development
450.00	Title I 5000-5999: Services And Other Operating Expenditures Foundational Reading

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)

1,500.00

Title I
1000-1999: Certificated Personnel Salaries
Learner Supports Adjunct Duty

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)

460.00

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)

9,108.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Supplemental Resources

Annual Review

SPSA Year Reviewed: 2019-20

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)

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

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)

300.00

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Interpreting and Translating

Annual Review

SPSA Year Reviewed: 2019-20

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)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$66,932
Total Federal Funds Provided to the School from the LEA for CSI	\$66,932
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,754.51

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	\$40,899.00

Subtotal of additional federal funds included for this school: \$40,899.00

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	\$83,855.51

Subtotal of state or local funds included for this school: \$83,855.51

Total of federal, state, and/or local funds for this school: \$124,754.51

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	57,925	17,026.00
Title I Part A: Parent Involvement	1,547	1,547.00
LCFF - Supplemental	109,820	25,964.49
Title III	7,460	7,460.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	83,855.51
Title I	40,899.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,500.00
2000-2999: Classified Personnel Salaries	108,165.00
4000-4999: Books And Supplies	184.51
5000-5999: Services And Other Operating Expenditures	13,289.00
5800: Professional/Consulting Services And Operating Expenditures	1,616.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	81,271.00
4000-4999: Books And Supplies	LCFF - Supplemental	184.51
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	400.00
1000-1999: Certificated Personnel Salaries	Title I	1,500.00
2000-2999: Classified Personnel Salaries	Title I	26,894.00
5000-5999: Services And Other Operating Expenditures	Title I	11,289.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,216.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	111,320.51
Goal 2	13,134.00
Goal 3	300.00

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
Leah Wheeler	Other School Staff
Kim Silveria	Classroom Teacher
Linda Pappas	Classroom Teacher
Amy Madison	Classroom Teacher
Jill Daluz	Classroom Teacher
Maria Anaya	Other School Staff
Alayna Crandell	Parent or Community Member
Haily Lubich	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Stephanie Simonich on 12-7-2020
	SSC Chairperson, Kim Silveria on 12-7-2020

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vernon E. Greer Elementary School	34 67348 0119420	November 30, 2020	

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

At Vernon E. Greer Elementary staff, families, and learners completed the California Healthy Kids Survey. Here is a summary of the February 2020 Main Report:

School Engagement and Supports

Over 80% of students are academically motivated and believe there are high expectations of them.

Over 75% indicated that there are social and emotional supports available.

School Safety

Over 65% of students feel safe on campus. Less than 5% report seeing a weapon on campus.

School Disciplinary Environment

Over 85% of students have a clear understanding about behavior expectations. Over 73% believe they are treated with respect.

Substance Use and Physical/Mental Health

There are 18% of students that report a late bedtime. Over 30% indicate that they have experienced sadness.

Parental Involvement

Over 93% of our families feel welcome to participate on campus and believe that we have staff that really care about students. Over 90% feel staff are helpful and treat them with respect. Over 94% report being encouraged to be an active partner. We have 76% of families that participate in school events. There are 20% of families that report meeting with our social worker for outreach services.

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

2020-2021

44 Distance Learning classroom observations have been completed to date.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	1.08%	1.62%	1	5	8
African American	1.09%	1.3%	1.01%	5	6	5
Asian	1.09%	0.86%	1.82%	5	4	9
Filipino	1.96%	2.16%	2.23%	9	10	11
Hispanic/Latino	58.26%	54.86%	54.86%	268	254	271
Pacific Islander	0.43%	0.43%	0.2%	2	2	1
White	33.70%	35.85%	35.02%	155	166	173
Multiple/No Response	%	0.43%	3.24%		2	0
Total Enrollment				460	463	494

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	78	96
Grade 1	52	69	75
Grade 2	63	55	62
Grade 3	60	65	65
Grade 4	56	64	69
Grade 5	66	67	63
Grade 6	82	65	64
Total Enrollment	460	463	494

Conclusions based on this data:

1. Overall enrollment remained relatively constant for the 2010-2020 school year.
2. Overall enrollment in the intermediate grades declined.
3. Site boundaries changed to ensure continued growth.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	120	106	117	26.1%	22.9%	23.7%
Fluent English Proficient (FEP)	44	36	41	9.6%	7.8%	8.3%
Reclassified Fluent English Proficient (RFEP)	12	11	6	10.4%	9.2%	5.7%

Conclusions based on this data:

1. Overall English Learner enrollment remained relatively constant for the 2019-2020 school year.
2. The number of Fluent English Proficient learners significantly decreased.
3. The number of Reclassified Fluent English Proficient learners significantly increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	61	65	55	61	65	55	61	65	100	100	100
Grade 4	66	59	66	66	59	66	66	59	66	100	100	100
Grade 5	84	62	65	84	62	65	84	62	65	100	100	100
Grade 6	75	78	64	74	78	64	74	78	64	98.7	100	100
All	280	260	260	279	260	260	279	260	260	99.6	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2392.	2435.	2426.	9.09	26.23	20.00	23.64	26.23	27.69	32.73	32.79	33.85	34.55	14.75	18.46
Grade 4	2456.	2482.	2479.	19.70	27.12	30.30	27.27	32.20	24.24	15.15	18.64	18.18	37.88	22.03	27.27
Grade 5	2485.	2509.	2500.	14.29	17.74	20.00	30.95	38.71	33.85	20.24	27.42	13.85	34.52	16.13	32.31
Grade 6	2505.	2517.	2517.	8.11	5.13	9.38	24.32	46.15	31.25	40.54	29.49	35.94	27.03	19.23	23.44
All Grades	N/A	N/A	N/A	12.90	18.08	20.00	26.88	36.54	29.23	26.88	27.31	25.38	33.33	18.08	25.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.82	29.51	23.08	47.27	45.90	58.46	50.91	24.59	18.46
Grade 4	21.21	32.20	30.30	51.52	54.24	48.48	27.27	13.56	21.21
Grade 5	22.62	24.19	23.08	46.43	58.06	47.69	30.95	17.74	29.23
Grade 6	13.51	20.51	23.44	56.76	52.56	53.13	29.73	26.92	23.44
All Grades	15.77	26.15	25.00	50.54	52.69	51.92	33.69	21.15	23.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.36	18.03	18.46	50.91	54.10	50.77	32.73	27.87	30.77
Grade 4	22.73	25.42	10.61	50.00	50.85	69.70	27.27	23.73	19.70
Grade 5	21.43	14.52	20.00	47.62	61.29	49.23	30.95	24.19	30.77
Grade 6	12.16	11.54	10.94	48.65	60.26	51.56	39.19	28.21	37.50
All Grades	18.28	16.92	15.00	49.10	56.92	55.38	32.62	26.15	29.62

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.45	24.59	24.62	74.55	65.57	63.08	20.00	9.84	12.31
Grade 4	9.09	18.64	21.21	66.67	71.19	65.15	24.24	10.17	13.64
Grade 5	13.10	14.52	23.08	65.48	70.97	56.92	21.43	14.52	20.00
Grade 6	10.81	16.67	17.19	67.57	70.51	64.06	21.62	12.82	18.75
All Grades	10.04	18.46	21.54	68.10	69.62	62.31	21.86	11.92	16.15

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.91	22.95	16.92	60.00	57.38	64.62	29.09	19.67	18.46
Grade 4	21.21	20.34	21.21	54.55	61.02	62.12	24.24	18.64	16.67
Grade 5	22.62	27.42	30.77	44.05	61.29	40.00	33.33	11.29	29.23
Grade 6	22.97	23.08	20.31	56.76	55.13	56.25	20.27	21.79	23.44
All Grades	20.07	23.46	22.31	53.05	58.46	55.77	26.88	18.08	21.92

Conclusions based on this data:

1. The data shows not all learners are mastering grade-level standards in the area of English Language Arts/Literacy.
2. The data shows we have the greatest percentage of learners at or near standard.
3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	61	65	55	61	65	55	61	65	100	100	100
Grade 4	66	59	66	66	59	65	66	59	65	100	100	98.5
Grade 5	84	62	65	84	62	65	84	62	65	100	100	100
Grade 6	75	78	64	74	78	64	74	78	64	98.7	100	100
All	280	260	260	279	260	259	279	260	259	99.6	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2442.	2437.	5.45	18.03	23.08	36.36	36.07	32.31	36.36	32.79	20.00	21.82	13.11	24.62
Grade 4	2456.	2471.	2466.	9.09	11.86	10.77	28.79	35.59	29.23	34.85	33.90	40.00	27.27	18.64	20.00
Grade 5	2507.	2505.	2508.	17.86	24.19	24.62	23.81	17.74	21.54	38.10	24.19	23.08	20.24	33.87	30.77
Grade 6	2518.	2535.	2513.	14.86	17.95	14.06	12.16	25.64	21.88	52.70	37.18	28.13	20.27	19.23	35.94
All Grades	N/A	N/A	N/A	12.54	18.08	18.15	24.37	28.46	26.25	40.86	32.31	27.80	22.22	21.15	27.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.45	29.51	36.92	38.18	50.82	29.23	36.36	19.67	33.85
Grade 4	19.70	23.73	24.62	36.36	40.68	27.69	43.94	35.59	47.69
Grade 5	32.14	33.87	32.31	29.76	25.81	32.31	38.10	40.32	35.38
Grade 6	17.57	30.77	25.00	40.54	38.46	34.38	41.89	30.77	40.63
All Grades	24.01	29.62	29.73	35.84	38.85	30.89	40.14	31.54	39.38

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	29.51	29.23	60.00	45.90	47.69	21.82	24.59	23.08
Grade 4	15.15	16.95	9.23	51.52	55.93	64.62	33.33	27.12	26.15
Grade 5	17.86	19.35	20.00	38.10	41.94	50.77	44.05	38.71	29.23
Grade 6	16.22	17.95	14.06	54.05	53.85	34.38	29.73	28.21	51.56
All Grades	16.85	20.77	18.15	49.82	49.62	49.42	33.33	29.62	32.43

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.27	26.23	35.38	56.36	62.30	38.46	16.36	11.48	26.15
Grade 4	16.67	23.73	15.38	48.48	54.24	55.38	34.85	22.03	29.23
Grade 5	19.05	19.35	18.46	57.14	48.39	50.77	23.81	32.26	30.77
Grade 6	14.86	14.10	17.19	52.70	53.85	48.44	32.43	32.05	34.38
All Grades	19.00	20.38	21.62	53.76	54.62	48.26	27.24	25.00	30.12

Conclusions based on this data:

1. The data shows not all learners are mastering grade-level standards in the area of Mathematics.
2. The data shows we have the greatest percentage of learners at or near standard.
3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.7	1458.5	1458.5	1478.4	1399.0	1411.8	21	19
Grade 1	1494.3	1491.8	1482.1	1476.0	1505.9	1507.4	17	19
Grade 2	1495.6	1511.5	1486.0	1499.6	1504.7	1523.1	25	15
Grade 3	1523.7	1489.8	1513.8	1480.4	1533.1	1499.0	15	18
Grade 4	*	1538.5	*	1524.4	*	1552.1	*	17
Grade 5	*	*	*	*	*	*	*	10
Grade 6	1529.0	*	1514.0	*	1543.5	*	11	9
All Grades							107	107

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.90	15.79	*	73.68	*	10.53	*	0.00	21	19
1	70.59	26.32	*	52.63		15.79	*	5.26	17	19
2	60.00	20.00	*	73.33	*	0.00	*	6.67	25	15
3	*	16.67	*	38.89	*	33.33	*	11.11	15	18
4	*	41.18	*	47.06	*	5.88		5.88	*	17
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	11	*
All Grades	50.47	25.23	30.84	55.14	14.02	14.02	*	5.61	107	107

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.90	36.84	*	52.63	*	10.53	*	0.00	21	19
1	70.59	36.84	*	42.11		15.79	*	5.26	17	19
2	64.00	53.33	*	40.00	*	0.00	*	6.67	25	15
3	*	33.33	*	27.78	*	27.78	*	11.11	15	18
4	*	47.06	*	47.06	*	0.00		5.88	*	17
6	*	*	*	*	*	*		*	11	*
All Grades	59.81	47.66	25.23	37.38	10.28	9.35	*	5.61	107	107

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	*	52.63	*	36.84	*	5.26	21	19
1	70.59	36.84	*	21.05		36.84	*	5.26	17	19
2	52.00	13.33	*	80.00	*	0.00	*	6.67	25	15
3	*	5.56	*	44.44	*	33.33	*	16.67	15	18
4	*	35.29	*	47.06	*	11.76	*	5.88	*	17
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*	*	*	11	*
All Grades	40.19	15.89	34.58	46.73	15.89	28.97	*	8.41	107	107

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	80.95	42.11	*	57.89	*	0.00	21	19	
1	82.35	73.68	*	21.05	*	5.26	17	19	
2	60.00	53.33	*	40.00	*	6.67	25	15	
3	*	22.22	*	55.56	*	22.22	15	18	
4	*	35.29	*	52.94	*	11.76	*	17	
6	*	*	*	*		*	11	*	
All Grades	62.62	40.19	31.78	51.40	*	8.41	107	107	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	42.11	*	57.89	*	0.00	21	19
1	64.71	5.26	*	84.21	*	10.53	17	19
2	72.00	40.00	*	53.33	*	6.67	25	15
3	*	55.56	*	33.33	*	11.11	15	18
4	*	70.59	*	23.53	*	5.88	*	17
6	*	*	*	*	*	*	11	*
All Grades	61.68	49.53	30.84	43.93	*	6.54	107	107

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	85.71	100.00	*	0.00	21	19
1	76.47	42.11	*	52.63	*	5.26	17	19
2	64.00	46.67	*	46.67	*	6.67	25	15
3	*	5.56	*	72.22	*	22.22	15	18
4	*	23.53	*	58.82	*	17.65	*	17
6	*	*	*	*	*	*	11	*
All Grades	37.38	18.69	46.73	70.09	15.89	11.21	107	107

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	47.37	*	42.11	*	10.53	21	19
1	*	26.32	*	63.16	*	10.53	17	19
2	56.00	6.67	*	86.67	*	6.67	25	15
3	*	11.11	*	72.22	*	16.67	15	18
4	*	52.94	*	47.06	*	0.00	*	17
6	*	*	*	*	*	*	11	*
All Grades	50.47	28.04	41.12	63.55	*	8.41	107	107

Conclusions based on this data:

1. ELPAC and SBAC data are closely aligned.
2. Sixteen learners meet the Overall 4 criteria for reclassification.

3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
463	66.3	22.9	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	22.9
Foster Youth	1	0.2
Homeless	9	1.9
Socioeconomically Disadvantaged	307	66.3
Students with Disabilities	50	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian	5	1.1
Asian	4	0.9
Filipino	10	2.2
Hispanic	254	54.9
Two or More Races	14	3.0
Pacific Islander	2	0.4
White	166	35.9

Conclusions based on this data:

1. Socioeconomically Disadvantaged student group remained over 50%.
2. English Learners student group dropped to below 25%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 0.1 points above standard Maintained -1.7 points 250	<p>English Learners</p>  Yellow 10.8 points below standard Increased ++5.9 points 72	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 13.9 points below standard Declined -3 points 172	<p>Students with Disabilities</p>  Orange 52 points below standard Maintained -2 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.9 points above standard Increased ++3.1 points 148	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.3 points below standard Declined -7.1 points 81

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
46.6 points below standard Increased ++6.5 points 46	52.6 points above standard Increased Significantly ++29.1 points 26	1.2 points above standard Maintained -2.6 points 169

Conclusions based on this data:

1. The English Learner Student Group increased.
2. The Socioeconomically Disadvantaged Student Group increased.
3. All Students increased 25 points and are 2 points above the standard.

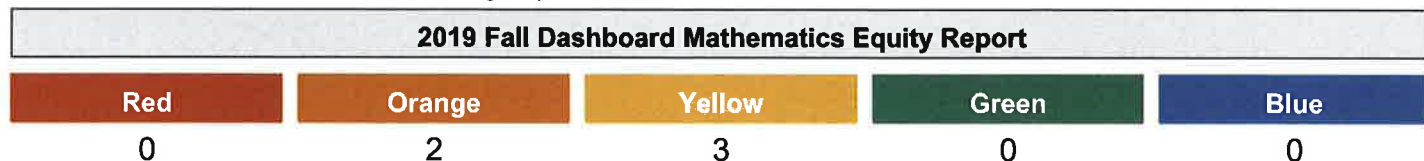
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 16.9 points below standard Declined -5.6 points 249	<p>English Learners</p>  Orange 33.5 points below standard Declined -9.7 points 72	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 31.3 points below standard Declined -6.6 points 171	<p>Students with Disabilities</p>  Yellow 44.2 points below standard Increased ++10.9 points 32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.7 points below standard Declined -3.6 points 147	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 14.5 points below standard Declined -6.7 points 81

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.8 points below standard Declined -6.2 points 46	18.4 points above standard Increased ++6 points 26	12.8 points below standard Maintained -1.8 points 168

Conclusions based on this data:

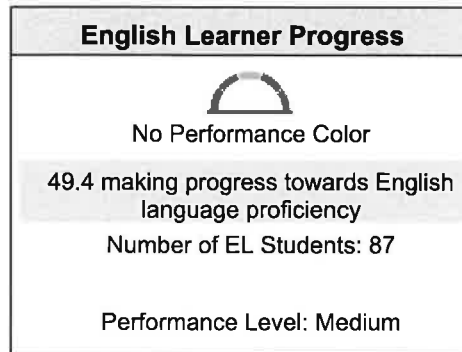
1. The English Learner Student Group increased.
2. The Socioeconomically Disadvantaged Student Group increased.
3. All Students increased 13 points, but are 11 points below the standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	31.0	10.3	39.0

Conclusions based on this data:

1. 50% of learners may be able to reclassify as Fluent English Proficient.
2. 50% of learners will continue to set goals in one or more of the four domains.
3. Our newcomer scored Beginning Stage Level 1.

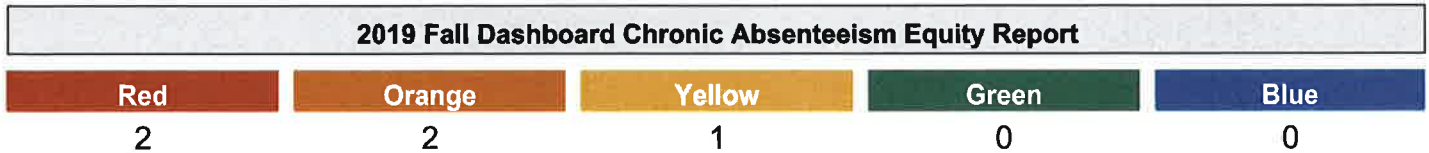
School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 16.7 Increased +1 490	<p>English Learners</p>  Yellow 17.9 Declined -1.9 117	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 21.1 Increased +13.4 19	<p>Socioeconomically Disadvantaged</p>  Red 21.8 Maintained +0.3 331	<p>Students with Disabilities</p>  Red 26.7 Increased +2 75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.2 Increased +1.2 273	 No Performance Color 18.8 Declined -6.3 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 16.3 Increased +1.6 172

Conclusions based on this data:

1. There is an overall increase in Chronic Absenteeism for All Students.
2. Sixteen percent of learners need attendance support.

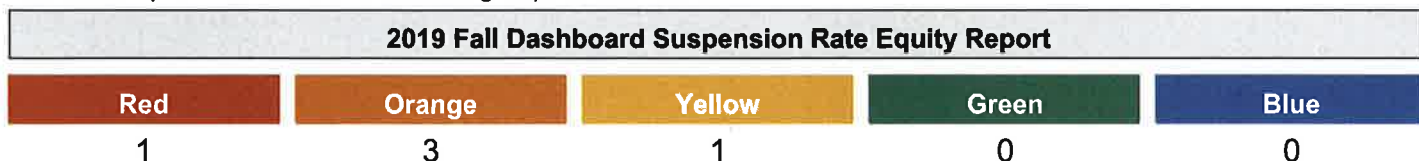
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.8</p> <p>Increased +0.7</p> <p>501</p>	<p>English Learners</p> <p>Orange</p> <p>2.6</p> <p>Increased +0.9</p> <p>117</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Declined -6.3</p> <p>21</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>3.8</p> <p>Increased Significantly +2.2</p> <p>338</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>2.6</p> <p>Maintained -0.2</p> <p>77</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9 Increased +1.5 277	 No Performance Color 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data 2	 Orange 3.4 Maintained -0.2 179

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	2.8

Conclusions based on this data:

1. The Homeless Student Group increased.
2. The White Student Group and the Hispanic Student Group both increased.
3. The White Student Group and the Hispanic Student Group remain relatively close.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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)

26,894.00

Title I
 2000-2999: Classified Personnel Salaries
 Instructional Assistants and Bilingual
 Instructional Assistants

1,000.00

Title I
 5000-5999: Services And Other Operating
 Expenditures
 Instructional Assistants and Bilingual
 Instructional Assistants

80,971.00

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

2,000.00

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Instructional Assistants and Bilingual
Instructional Assistants

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)

184.51

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Incentives and Rewards

Annual Review

SPSA Year Reviewed: 2019-20

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)

1,216.00

Source(s)

Title I

5800: Professional/Consulting Services And Operating Expenditures

	Professional Development
400.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional Development
450.00	Title I 5000-5999: Services And Other Operating Expenditures Foundational Reading

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)

1,500.00

Title I
1000-1999: Certificated Personnel Salaries
Learner Supports Adjunct Duty

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)

460.00

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)

9,108.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Supplemental Resources

Annual Review

SPSA Year Reviewed: 2019-20

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)

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

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)

300.00

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Interpreting and Translating

Annual Review

SPSA Year Reviewed: 2019-20

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)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$66,932
Total Federal Funds Provided to the School from the LEA for CSI	\$66,932
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,754.51

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	\$40,899.00

Subtotal of additional federal funds included for this school: \$40,899.00

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	\$83,855.51

Subtotal of state or local funds included for this school: \$83,855.51

Total of federal, state, and/or local funds for this school: \$124,754.51

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	57,925	17,026.00
Title I Part A: Parent Involvement	1,547	1,547.00
LCFF - Supplemental	109,820	25,964.49
Title III	7,460	7,460.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	83,855.51
Title I	40,899.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,500.00
2000-2999: Classified Personnel Salaries	108,165.00
4000-4999: Books And Supplies	184.51
5000-5999: Services And Other Operating Expenditures	13,289.00
5800: Professional/Consulting Services And Operating Expenditures	1,616.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	81,271.00
4000-4999: Books And Supplies	LCFF - Supplemental	184.51
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	400.00
1000-1999: Certificated Personnel Salaries	Title I	1,500.00
2000-2999: Classified Personnel Salaries	Title I	26,894.00
5000-5999: Services And Other Operating Expenditures	Title I	11,289.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,216.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	111,320.51
Goal 2	13,134.00
Goal 3	300.00

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
Leah Wheeler	Other School Staff
Kim Silveria	Classroom Teacher
Linda Pappas	Classroom Teacher
Amy Madison	Classroom Teacher
Jill Daluz	Classroom Teacher
Maria Anaya	Other School Staff
Alayna Crandell	Parent or Community Member
Haily Lubich	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Stephanie Simonich on 12-7-2020
	SSC Chairperson, Kim Silveria on 12-7-2020



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.149 Board Consideration of Approval of 2019-2020 GJUESD Single Plans for Student Achievement
Presenter: Donna Mayo-Whitlock	Action Item: XX Information Item:

The Single Plans for Student Achievement (SPSA) reflect site-based implementation of Local Control Accountability Plan (LCAP) along with state and federal budget and plan requirements.

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable

The plans are designed to support the implementation of the Common Core State Standards (CCSS) for all students. The plans will be adjusted throughout the 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 2019. Because of the Covid-19 pandemic and extended school closure, State testing was not administered in Spring 2020 and the new dashboard for 2020 was not released.

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: **2020-21**

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	12/13/20	

Purpose and Description

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

Schoolwide Program

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

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

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

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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; District Polls, Bullying Awareness and Needs, Youth Engagement Focus Group, and Facilities Master Plan, CalSCHLS Survey. These surveys revealed a need for attention to the issues of bullying and its impact on student engagement and the provision of added support in meeting the social emotional needs of students. Survey results also revealed the impact of instilling a growth mindset and a desire to persevere in our students. Results revealed that students feel safe on our campus. Poll results revealed Lake Canyon students have a strong sense of engagement and hope for their futures with students indicating a strong sense of engagement in school and a strong sense of hope for their futures. Parent and staff surveys indicate a strong sense of well-being and support of school-wide systems.

Students are hopeful and engaged per the Cal Schools Survey. School Engagement and Supports Grades 5/6 CalSCHLS Survey results by percentage:

School connectedness† 88/ 82

Academic motivation† 89/ 86

Caring adults in school† 95/ 83

High expectations-adults in school† 96 /91

Meaningful participation† 52/ 54

Facilities upkeep† 95/ 93

Parent involvement in schooling† 86/ 85

Social and emotional learning supports† 93 /87

Anti-bullying climate† 90 /84

School Safety Grades 5/6 results by percentage:

Feel safe at school† 100 /86

Feel safe on way to and from school† 91 /91

Been hit or pushed 33/ 27

Mean rumors spread about you 36/ 42

Called bad names or target of mean jokes 26/ 36

Saw a weapon at school 9 /11

School Disciplinary Environment Grades 5/6 results by percentage:

Rule clarity† 88/ 93

Students well behaved† 72/ 52

Students treated fairly when break rules† 47/ 73

Students treated with respect† 98/ 91

Substance Use and Physical/Mental Health Grades 5/6 results by percentage:

Alcohol or drug use 7/ 16

Marijuana use 0/ 0

Cigarette use 0/ 0

Vaping 0/ 2

Late bedtime (after 10 pm) 14 /28

Experienced sadness† 12/ 14

Key Indicators/Percent Agree/Strongly Agree from CalSCHLS Parent Survey:

Parental Involvement- 80%
School Supports for Students- 86%
Fairness, Rule Clarity, and Respect for Diversity- 77%
Substance Abuse and Bullying- 69%
Facilities- 93%

Key Indicators/Percent Agree/Strongly Agree from CalSCHLS Staff Survey:

School Supports for Students- 95%
School Supports for Staff- 85%
School Safety- 93%
Fairness, Rule Clarity, and Respect for Diversity- 91%
Student Behavior-87%
Substance Abuse and Mental Health - 5%

Classroom Observations

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

School administrators perform formal and informal observations of employees. Certificated staff are regularly observed and provided feedback. Classified staff are observed and provided feedback. All Lake Canyon staff are performing their assigned position descriptions and are meeting or exceeding performance goals. Ongoing professional development is prioritized and offered for all employee groups. Certificated staff have access to participating in self-evaluation through self-reflection professional rubrics. Certificated staff have access to peer observations and feedback.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Lake Canyon student achievement is measured using the Measures of Academic Progress (MAP) assessment by NWEA, ELPAC and the CAASPP assessment. The data from these assessments informs personalized academic plans for each student.

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

Lake Canyon students are assessed using district benchmark assessments and through the MAP assessment each Trimester. The data from these assessments informs personalized academic plans for each student. Changes and updates to these plans are made regularly to meet the changing needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Lake Canyon certificated staff is highly qualified.

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

100% of Lake Canyon certificated staff has access to professional development, instructional materials, training opportunities and conferences, webinars, and professional development release time which includes access to instructional materials training on SBE-adopted instructional materials including, but not limited to ELA curriculum training, SIPPS training, Benchmark ELD training.

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

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards and Next Generation Science Standards (NGSS)) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD) and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop Educational Personalized Learning Plans (PLPs) (personal goal-setting) .

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

Lake Canyon teachers have the assistance and support of instructional coaches along with the support and guidance of district and school site administrators. All staff coaching and development is aligned to the current content standards (Common Core State Standards, CA ELD Standards and Next Generation Science Standards) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to strongly teach the CCSS and the NGSS. The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize training opportunities and tie them to their own personalized professional development. Additionally, teachers and administrators develop Educational PLPs (personal goal-setting).

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

All Lake Canyon teachers actively participate in grade level and grade span professional learning communities (PLC). Each PLC is afforded time weekly for planning and collaboration. All staff collaboration is aligned to support the implementation of the current content standards (CCSS and NGSS) and the assessed needs of the students of Lake Canyon.

Teaching and Learning

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

All Lake Canyon curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

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

Lake Canyon meets the recommended instructional minutes for all core subjects including literacy and math. Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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

The year long schedule of Lake Canyon allows teachers the flexibility to incorporate sufficient intervention courses. Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in need of support outside of the regular classroom will have access to before and after school programs offering strong differentiated small group intervention support, the Galt Assisted Learning and Enrichment Program (GALEP), Service Learning, and First Five school readiness programs. In addition, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support, ABC High School Mentor tutoring, and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program.

Monthly Response to Intervention (MTSS) referral meetings provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning. Additionally, a teacher support provider (TSP) from the MTSS referral team will communicate and support teachers to monitor the progress these students are making.

Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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

100% of instructional materials are available to all student groups and aligned to the current adopted CCSS and NGSS. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies.

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

All instructional material are aligned with SBE-adopted and standards aligned benchmarks. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies. Administrators monitor the implementation of district standards-aligned curriculum through frequent classroom observations and teacher evaluation processes.

Opportunity and Equal Educational Access

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

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

All services provided by the regular school program enable under-performing students to meet standards. For example, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support, ABC High School Mentor tutoring, and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Evidence-based educational practices to raise student achievement

Lake Canyon utilizes research based educational practices such as the implementation of a multi tiered system of supports and lessons and units based on universal design. Response to Intervention systems are in place to support the needs of identified students. Teachers collaborate weekly and each trimester through the academic conference model to engage in analysis of student progress and growth based on formative and district assessments. PLPs for each student prescribe intervention and enrichment pathways based on the current CCSS, ELD Standards and NGSS. Student engagement is maximized through interest based project and inquiry based lessons and units across all subjects. A wide variety of interest based after school clubs and academic competition opportunities as well as guest speakers, field trips, and activities enlarge student engagement. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Parental Engagement

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

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parenting classes and provides access to community based tutors.

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

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parent academies and classes and provides access to community based tutors. Lake Canyon provides IAs to support instruction. An annual parent-school compact outlines these resources for parents. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House/Celebration of Learning, Literacy Nights, and other school events

Funding

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

Lake Canyon has a full time school licensed social worker, health assistant and school nurse, offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. Title I, II, and III funding support the goals and actions of the school and are directly linked and referenced in our Galt Joint Union Elementary School District's LCAP goals through the implementation of personalized learning growth plans for every student and staff member, adopted standards (CCSS and NGSS) taught in blended and flexible settings, the application of measures for continuous improvement, and the provision of school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Fiscal support (EPC)

SWP funds and state and local funding, including Supplemental and Concentration funding and state Educator Effectiveness funding, will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the English Learner subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including Economic Impact Aid (EIA), Title I and Title III.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school advertised for school site council members via the school website during the months of August and September. Nominations and letters of interest were followed by the election of the current council members. Meeting dates for the school site council- Nov. 30th, 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 and observation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.17%	0.18%	0.19%	1	1	1
African American	1.75%	2.71%	2.23%	10	15	12
Asian	3.67%	2.89%	1.86%	21	16	10
Filipino	1.40%	1.81%	1.67%	8	10	9
Hispanic/Latino	52.10%	51.26%	53.06%	298	284	286
Pacific Islander	1.22%	0.72%	1.11%	7	4	6
White	37.06%	38.09%	36.73%	212	211	198
Multiple/No Response	0.17%	0.36%	2.6%	1	2	3
Total Enrollment				572	554	539

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	99	91	89
Grade 1	79	66	71
Grade 2	90	80	69
Grade 3	70	87	81
Grade 4	76	66	86
Grade 5	89	75	68
Grade 6	69	89	75
Total Enrollment	572	554	539

Conclusions based on this data:

1. The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group on our campus per demographic reports.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	135	107	103	23.6%	19.3%	19.1%
Fluent English Proficient (FEP)	45	45	35	7.9%	8.1%	6.5%
Reclassified Fluent English Proficient (RFEP)	4	20	9	3.2%	14.8%	8.4%

Conclusions based on this data:

1. This baseline English Learner data will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group to ensure academic growth.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	68	86	68	68	85	68	68	85	97.1	100	98.8
Grade 4	86	74	67	86	73	66	86	73	66	100	98.6	98.5
Grade 5	65	88	76	62	88	74	62	88	74	95.4	100	97.4
Grade 6	95	70	89	93	70	88	93	70	88	97.9	100	98.9
All	316	300	318	309	299	313	309	299	313	97.8	99.7	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2437.	2437.	25.00	32.35	30.59	19.12	22.06	25.88	35.29	23.53	20.00	20.59	22.06	23.53
Grade 4	2442.	2476.	2472.	15.12	27.40	27.27	20.93	21.92	21.21	23.26	27.40	22.73	40.70	23.29	28.79
Grade 5	2473.	2516.	2528.	12.90	23.86	28.38	17.74	34.09	35.14	35.48	21.59	17.57	33.87	20.45	18.92
Grade 6	2505.	2522.	2537.	7.53	10.00	15.91	37.63	34.29	45.45	26.88	44.29	19.32	27.96	11.43	19.32
All Grades	N/A	N/A	N/A	14.56	23.41	25.24	24.92	28.43	32.59	29.45	28.76	19.81	31.07	19.40	22.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	23.53	35.29	33.82	52.94	42.35	42.65	23.53	22.35
Grade 4	13.95	24.66	31.82	48.84	57.53	43.94	37.21	17.81	24.24
Grade 5	12.90	36.36	28.38	45.16	39.77	55.41	41.94	23.86	16.22
Grade 6	22.58	20.00	30.68	51.61	61.43	45.45	25.81	18.57	23.86
All Grades	18.45	26.76	31.63	45.63	52.17	46.65	35.92	21.07	21.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	32.84	21.18	54.41	41.79	51.76	22.06	25.37	27.06
Grade 4	17.44	26.03	21.21	53.49	47.95	54.55	29.07	26.03	24.24
Grade 5	16.13	26.14	31.08	50.00	50.00	58.11	33.87	23.86	10.81
Grade 6	10.75	17.14	23.86	56.99	51.43	53.41	32.26	31.43	22.73
All Grades	16.50	25.50	24.28	54.05	47.99	54.31	29.45	26.51	21.41

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	22.06	27.06	63.24	66.18	61.18	11.76	11.76	11.76
Grade 4	5.81	19.18	25.76	59.30	65.75	59.09	34.88	15.07	15.15
Grade 5	12.90	20.45	27.03	59.68	67.05	56.76	27.42	12.50	16.22
Grade 6	15.05	20.00	22.73	65.59	64.29	67.05	19.35	15.71	10.23
All Grades	14.24	20.40	25.56	62.14	65.89	61.34	23.62	13.71	13.10

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.94	35.29	25.88	50.00	36.76	45.88	22.06	27.94	28.24
Grade 4	18.60	27.40	27.27	56.98	53.42	46.97	24.42	19.18	25.76
Grade 5	17.74	32.95	32.43	51.61	52.27	48.65	30.65	14.77	18.92
Grade 6	19.35	17.14	21.59	48.39	70.00	56.82	32.26	12.86	21.59
All Grades	20.71	28.43	26.52	51.78	53.18	49.84	27.51	18.39	23.64

Conclusions based on this data:

1. This baseline data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	68	86	69	68	85	69	68	85	98.6	100	98.8
Grade 4	86	74	67	86	72	66	86	72	66	100	97.3	98.5
Grade 5	65	88	76	62	88	75	62	88	75	95.4	100	98.7
Grade 6	95	70	89	94	69	89	94	69	89	98.9	98.6	100
All	316	300	318	311	297	315	311	297	315	98.4	99	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2446.	2454.	2448.	23.19	32.35	27.06	33.33	20.59	28.24	23.19	33.82	24.71	20.29	13.24	20.00
Grade 4	2450.	2470.	2481.	5.81	13.89	25.76	23.26	31.94	16.67	47.67	33.33	37.88	23.26	20.83	19.70
Grade 5	2471.	2492.	2510.	11.29	15.91	26.67	16.13	17.05	17.33	29.03	32.95	24.00	43.55	34.09	32.00
Grade 6	2518.	2510.	2537.	13.83	10.14	25.84	26.60	23.19	22.47	26.60	37.68	25.84	32.98	28.99	25.84
All Grades	N/A	N/A	N/A	13.18	17.85	26.35	25.08	22.90	21.59	32.15	34.34	27.62	29.58	24.92	24.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.23	45.59	40.00	42.03	27.94	34.12	21.74	26.47	25.88
Grade 4	16.28	30.56	36.36	39.53	34.72	24.24	44.19	34.72	39.39
Grade 5	17.74	22.73	32.00	24.19	29.55	30.67	58.06	47.73	37.33
Grade 6	25.53	20.59	33.71	36.17	39.71	35.96	38.30	39.71	30.34
All Grades	23.79	29.39	35.56	36.01	32.77	31.75	40.19	37.84	32.70

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.64	26.47	30.59	55.07	47.06	48.24	20.29	26.47	21.18
Grade 4	9.30	18.06	28.79	54.65	51.39	34.85	36.05	30.56	36.36
Grade 5	9.68	12.50	28.00	37.10	51.14	44.00	53.23	36.36	28.00
Grade 6	21.28	14.49	21.35	39.36	55.07	49.44	39.36	30.43	29.21
All Grades	16.40	17.51	26.98	46.62	51.18	44.76	36.98	31.31	28.25

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.09	36.76	36.47	57.97	51.47	49.41	15.94	11.76	14.12
Grade 4	11.63	15.28	25.76	50.00	52.78	42.42	38.37	31.94	31.82
Grade 5	6.45	12.50	25.33	48.39	54.55	48.00	45.16	32.95	26.67
Grade 6	15.96	10.14	22.47	46.81	62.32	48.31	37.23	27.54	29.21
All Grades	15.11	18.18	27.62	50.48	55.22	47.30	34.41	26.60	25.08

Conclusions based on this data:

1. This baseline data will normally inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.6	*	1431.0	*	1429.7	*	24	9
Grade 1	1459.5	1451.2	1446.6	1471.3	1471.9	1430.6	25	17
Grade 2	1480.5	1499.6	1474.6	1513.7	1485.8	1485.2	18	22
Grade 3	1494.4	1486.0	1487.7	1474.2	1500.6	1497.2	17	17
Grade 4	1510.7	1532.4	1495.2	1525.6	1526.0	1538.8	13	16
Grade 5	*	1527.0	*	1512.2	*	1541.5	*	12
Grade 6	1558.6	*	1535.5	*	1581.3	*	11	9
All Grades							118	102

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	45.83	*	*	*	*	*	24	*
1	48.00	17.65	*	41.18	*	23.53	*	17.65	25	17
2	*	18.18	*	63.64	*	9.09		9.09	18	22
3	*	5.88	*	52.94	*	29.41	*	11.76	17	17
4	*	31.25	*	50.00	*	18.75	*	0.00	13	16
5	*	33.33	*	25.00		25.00		16.67	*	12
6	*	*	*	*		*		*	11	*
All Grades	29.66	23.53	46.61	45.10	16.95	21.57	*	9.80	118	102

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	54.17	*	*	*	*	*	24	*
1	*	35.29	*	35.29	*	17.65	*	11.76	25	17
2	61.11	59.09	*	27.27	*	4.55		9.09	18	22
3	*	17.65	70.59	47.06	*	17.65	*	17.65	17	17
4	*	50.00	*	43.75	*	6.25	*	0.00	13	16
5	*	41.67	*	33.33		8.33		16.67	*	12
6	*	*	*	*		*		*	11	*
All Grades	36.44	43.14	44.92	36.27	11.86	10.78	*	9.80	118	102

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	50.00	*	*	*	24	*
1	56.00	11.76	*	23.53	*	29.41	*	35.29	25	17
2	*	4.55	*	50.00	*	31.82	*	13.64	18	22
3		5.88	*	41.18	*	35.29	*	17.65	17	17
4	*	18.75	*	31.25	*	43.75	*	6.25	13	16
5	*	8.33	*	33.33		41.67		16.67	*	12
6	*	*	*	*	*	*		*	11	*
All Grades	33.05	12.75	30.51	36.27	25.42	33.33	11.02	17.65	118	102

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	70.83	*	*	*	*	*	24	*	
1	68.00	58.82	*	35.29	*	5.88	25	17	
2	66.67	59.09	*	31.82	*	9.09	18	22	
3	*	17.65	70.59	70.59	*	11.76	17	17	
4	*	37.50	*	62.50	*	0.00	13	16	
5	*	16.67	*	75.00		8.33	*	12	
6	*	*	*	*		*	11	*	
All Grades	54.24	39.22	38.98	53.92	*	6.86	118	102	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	62.50	*	*	*	24	*
1	*	23.53	*	58.82	*	17.65	25	17
2	*	50.00	*	40.91		9.09	18	22
3	*	29.41	*	52.94	*	17.65	17	17
4	*	56.25	*	43.75	*	0.00	13	16
5	*	50.00	*	33.33		16.67	*	12
6	*	*	*	*		*	11	*
All Grades	41.53	42.16	46.61	46.08	11.86	11.76	118	102

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	62.50	*	*	*	24	*
1	64.00	23.53	*	29.41	*	47.06	25	17
2	*	4.55	*	86.36	*	9.09	18	22
3		0.00	64.71	64.71	*	35.29	17	17
4	*	12.50	*	81.25	*	6.25	13	16
5	*	33.33	*	41.67		25.00	*	12
6	*	*	*	*	*	*	11	*
All Grades	35.59	15.69	49.15	59.80	15.25	24.51	118	102

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	*	45.83	*	*	*	24	*
1	*	11.76	48.00	70.59	*	17.65	25	17
2	*	18.18	72.22	68.18	*	13.64	18	22
3	*	11.76	*	82.35	*	5.88	17	17
4	*	43.75	*	56.25		0.00	13	16
5	*	8.33	*	83.33		8.33	*	12
6	*	*	*	*		*	11	*
All Grades	38.14	24.51	55.08	65.69	*	9.80	118	102

Conclusions based on this data:

1. This data will normally inform the instruction and PLPs for our English Learners. Conclusions drawn from this data includes the fact that the majority of our Lake Canyon English Learners are in the somewhat/moderately developed levels. Teachers will provide support and instruction based on best practices per the California English Language Development and English Language Arts Framework recommendations. Curriculum and technology tools, as well as professional development opportunities for educators, will support and inform instructional practices for both integrated and designated ELD instruction. All Lake Canyon EL students have a known ELD goal.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
554	51.1	19.3	0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	19.3
Foster Youth	0	0
Homeless	10	1.8
Socioeconomically Disadvantaged	283	51.1
Students with Disabilities	70	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.7
American Indian	1	0.2
Asian	16	2.9
Filipino	10	1.8
Hispanic	284	51.3
Two or More Races	11	2.0
Pacific Islander	4	0.7
White	211	38.1


Conclusions based on this data:

1. The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group per demographic reports. Most of our learners are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="228 457 505 485">English Language Arts</p>  <p data-bbox="329 533 402 560">Green</p>	<p data-bbox="688 457 948 485">Chronic Absenteeism</p>  <p data-bbox="789 533 862 560">Green</p>	<p data-bbox="1170 457 1377 485">Suspension Rate</p>  <p data-bbox="1243 533 1300 560">Blue</p>
<p data-bbox="289 646 443 674">Mathematics</p>  <p data-bbox="329 722 402 749">Green</p>		

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. School site goal is to continue movement to the green dashboard domain for all areas.
2. Add conclusion

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>10.2 points above standard</p> <p>Increased ++3.7 points</p> <p>307</p>	<p>English Learners</p> <p>Orange</p> <p>28.7 points below standard</p> <p>Declined -9.3 points</p> <p>89</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</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>17.7 points below standard</p> <p>Declined -3.8 points</p> <p>170</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>57.5 points below standard</p> <p>Increased Significantly ++15.6 points 51</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.7 points below standard Declined -3.5 points 166	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 36 points above standard Increased ++11.3 points 116

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.2 points below standard Declined -12.2 points 51	31.1 points above standard Increased ++8.8 points 38	23.2 points above standard Increased ++7.7 points 210

Conclusions based on this data:

- This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems. School site goal is to continue movement to the green dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase from the orange toward the green with results moving from 28.7 and 17.7 points below standard respectively toward scores at standard.
- Add conclusion

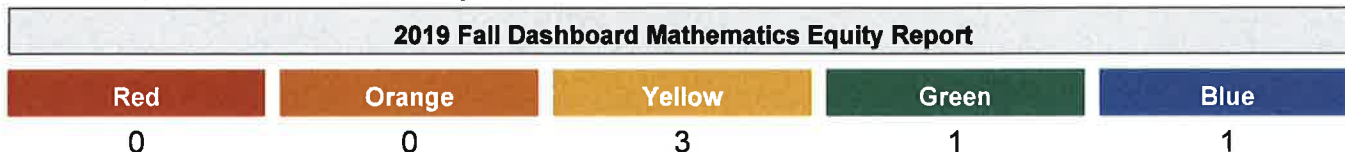
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.1 points below standard Increased ++13.6 points 307	 Yellow 39.2 points below standard Increased ++9.4 points 89	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 28.4 points below standard Increased ++11.4 points 170	 Yellow 66 points below standard Increased Significantly ++39.6 points 51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.3 points below standard Increased ++6.1 points 166	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 27.3 points above standard Increased Significantly ++27.9 points 116

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.9 points below standard Increased ++4 points 51	3.4 points below standard Increased Significantly ++24 points 38	7.5 points above standard Increased ++12.6 points 210

Conclusions based on this data:


- This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals. School site goal is to continue movement to the green dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase from the yellow toward the green with results moving from 32.9 and 28.4 points below standard respectively toward scores at standard.
- Add conclusion

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
 No Performance Color
46.1 making progress towards English language proficiency
Number of EL Students: 89
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	38.2	6.7	39.3

Conclusions based on this data:

1. This dashboard English Learner data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group. School site goal is to continue movement to the green dashboard domain for all areas.
2. add conclusion

School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>9.5</p> <p>Declined -1.4</p> <p>571</p>	<p>English Learners</p> <p>Green</p> <p>7.9</p> <p>Declined -2.1</p> <p>114</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>35.7</p> <p>Increased +28.6</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>13</p> <p>Declined -2.3</p> <p>293</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>15.8</p> <p>Declined -3.6</p> <p>95</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 26.7 Increased +8.5 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 6.3 Declined -2.8 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.8 Maintained +0.1 297	 No Performance Color 21.4 Increased +1.4 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 3.7 Declined Significantly -3.7 214

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. A vibrant and caring inclusive school culture supports growth in this dashboard area. School site goal is to continue movement to the green dashboard domain for all areas.
2. Add conclusion

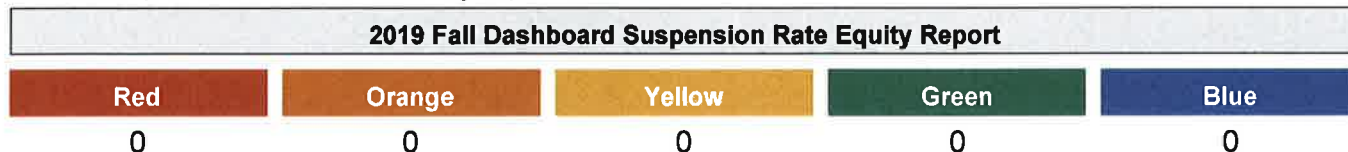
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0</p> <p>Maintained 0 575</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0 115</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0 18</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0</p> <p>Maintained 0 297</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Declined 0 96</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.3 301	 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Maintained 0 214

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0

Conclusions based on this data:

1. The strong behavior support systems of Lake Canyon Elementary are effective and will be sustained. Students are more engaged and ready to participate with improved choices to support learning.
2. add conclusion

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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 previous year's 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 are feeling safe, engaged and hopeful per the Cal Schools Survey.	Students are hopeful and engaged per the Cal Schools Survey. School Engagement and Supports Grades 5/6 results by percentage: School connectedness† 88/ 82 Academic motivation† 89/ 86 Caring adults in school† 95/ 83 High expectations-adults in school† 96 /91 Meaningful participation† 52/ 54 Facilities upkeep† 95/ 93 Parent involvement in schooling† 86/ 85	Students will take the Cal Schools Survey and results will continue to improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Social and emotional learning supports† 93 /87 Anti-bullying climate† 90 /84 School Safety Grades 5/6 results by percentage: Feel safe at school† 100 /86 Feel safe on way to and from school† 91 /91 Been hit or pushed 33/ 27 Mean rumors spread about you 36/ 42 Called bad names or target of mean jokes 26/ 36 Saw a weapon at school 9 /11 School Disciplinary Environment Grades 5/6 results by percentage: Rule clarity† 88/ 93 Students well behaved† 72/ 52 Students treated fairly when break rules† 47/ 73 Students treated with respect† 98/ 91 Substance Use and Physical/Mental Health Grades 5/6 results by percentage: Alcohol or drug use 7/ 16 Marijuana use 0/ 0 Cigarette use 0/ 0 Vaping 0/ 2 Late bedtime (after 10 pm) 14 /28 Experienced sadness† 12/ 14	
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 58%	Students expected to meet/exceed their personal growth target is 60%
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Students meeting/exceeding their personal growth target is 64%	Students expected to meet/exceed their personal growth target is 65%
Students in grades 3-8 meeting or exceeding the state standards in Math on the	Students in grades 3-8 maintain meeting or exceeding the state standards in Math on	Students in grades 3-8 expected to meet or exceed the state standards in Math on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP will increase 5%. All categorical student groups will increase by 5%.	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%.	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 maintain 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 will maintain 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 9.85%.	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)
500.00	Title I 4000-4999: Books And Supplies Headed2 LLC
375.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
671.44	Title I 4000-4999: Books And Supplies School Datebooks
1,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time - Extended Day Support
1,791.00	Title I 4000-4999: Books And Supplies ESGI

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)
6479.62	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants

85116.62

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

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)

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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 previous year's 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)

71.95

Source(s)

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

168.59	Title I 4000-4999: Books And Supplies Amazon
302.25	LCFF - Supplemental 4000-4999: Books And Supplies Center for the Collaborative Classroom
316.37	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
45.00	Title I 4000-4999: Books And Supplies Great Minds

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)
135.00	Title I 4000-4999: Books And Supplies Time for Kids
2,220.32	Title I 4000-4999: Books And Supplies Studies Weekly
500.00	Title I 4000-4999: Books And Supplies Nepris Inc
4,500.00	LCFF - Supplemental 4000-4999: Books And Supplies Greenfield Learning Inc

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming. In addition, CA State Standards will be reinforced with additional emphasis on college and career opportunities and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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 in both virtual and in-person settings. Performance Management Systems (PMS) parent and student portals provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
96.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Zoom Tech Night for Parents
475.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting

Strategy/Activity 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)
80.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time - Professional Development Trainings
255.00	Title I 2000-2999: Classified Personnel Salaries Extra Time - Professional Development Trainings
120.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time - Professional Development

Annual Review

SPSA Year Reviewed: 2019-20

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)

Source(s)

800.00

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Lifechangers Intl

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

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 both virtually and in-person taking into consideration student strengths and interests. Access to 21st century skills will be maximized as extended day programming centers around civic, college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

94.94

Title I
4000-4999: Books And Supplies
Hue HD

481.65

Title I
4000-4999: Books And Supplies
Amazon

1,200.00

Title I
4000-4999: Books And Supplies
GoNoodle Inc

47.84

LCFF - Supplemental

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: 2019-20

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	\$56,039
Total Federal Funds Provided to the School from the LEA for CSI	\$56,039
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,843.59

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	\$9,371.26
Title I Part A: Parent Involvement	\$571.00
Title III	\$6,479.62

Subtotal of additional federal funds included for this school: \$16,421.88

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	\$91,421.71

Subtotal of state or local funds included for this school: \$91,421.71

Total of federal, state, and/or local funds for this school: \$107,843.59

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	93,310	1,888.29
Title I	48,271	38,899.74
Title I Part A: Parent Involvement	1,289	718.00
Title III	6,479	-0.62

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	91,421.71
Title I	9,371.26
Title I Part A: Parent Involvement	571.00
Title III	6,479.62

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,263.84
2000-2999: Classified Personnel Salaries	92,781.24
4000-4999: Books And Supplies	12,998.51
5800: Professional/Consulting Services And Operating Expenditures	800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,047.84
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	85,571.62
4000-4999: Books And Supplies	LCFF - Supplemental	4,802.25

1000-1999: Certificated Personnel Salaries	Title I	120.00
2000-2999: Classified Personnel Salaries	Title I	255.00
4000-4999: Books And Supplies	Title I	8,196.26
5800: Professional/Consulting Services And Operating Expenditures	Title I	800.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	96.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	475.00
2000-2999: Classified Personnel Salaries	Title III	6,479.62

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,933.68
Goal 2	8,259.48
Goal 3	1,026.00
Goal 4	2,624.43

School Site Council Membership

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

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

Name of Members	Role
Judith Hayes	Principal
Fred Sheldon	Classroom Teacher
Valerie Seamons	Classroom Teacher
Alicia Lopez	Classroom Teacher
Keturah Samuels	Parent or Community Member
Patricia Lopez	Parent or Community Member
Maricela Oregel	Parent or Community Member
Nichole Howard	Parent or Community Member
John Hall	Parent or Community Member
Alejandra Valencia	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
<i>Alicia Lopez</i> 12/7/20	English Learner Advisory Committee
<i>Sandra Tapia</i> 12/21/2020	Special Education 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 7, 2020.

Attested: *Judith P Hayes* 12/7/20
Fred Sheldon 12/7/2020

Principal, Judith P Hayes on 12/7/20

SSC Chairperson, Fred Sheldon on 12/7/20

School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marengo Ranch Elementary School	34 67348 6114185	November 19, 2020	

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 California Healthy Kids Survey. This is the first time students completed this survey. While the survey response rates were low with only 45% of fifth graders and 20% of sixth graders participating, there are general indicators of how students feel related to School Engagement and Supports, School Safety, School Disciplinary Environment, and Substance Use and Physical/Mental Health. Generally, students feel connected and safe at school (80%+). Meaningful participation at school ranked low with less than 37% of the students indicating there is room for improvement in this category. For school discipline, students felt that the rules were clear, some students did not behave appropriately and 45% reported that they had been called bad names or were the target of mean jokes.

For the parent survey, families indicated they were active partners with the school in educating their children and input, contributions, and participation are all welcomed by the school staff (85%+). Nearly 50% of parents reported that they volunteer at school and 77% stated they attend parent-teacher conferences. 85-90% of parents felt they were informed about school activities and had regular communication with the teachers and school staff. 90% believe that kids receive high quality instruction from caring adults in a safe and supportive environment.

The teacher survey, the majority indicated that Marengo is a supportive and inviting place for students to learn. Adults have high expectations and promote academic success for all students. Teachers go out of their way to help students and there is a great sense of trust and collegiality among staff. One area the staff would like to focus on is supporting students with special needs.

Classroom Observations

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

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Marengo Ranch Elementary School staff members continually conduct comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth.

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

Professional Learning Communities (PLCs) continue to provide focus for high student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet "Highly Qualified" teacher requirements.

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

Marengo Ranch will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview.

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

The GJUESD district and site administrators, and teachers 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 and Parent Teacher Kids Club Board have all met in the fall of 2020 to review and approved the SPSA. Approval date 11/19/2020.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.37%	0.19%	0.36%	2	1	2
African American	0.74%	0.94%	0.91%	4	5	5
Asian	3.33%	3.01%	3.27%	18	16	18
Filipino	0.74%	0.56%	0.54%	4	3	3
Hispanic/Latino	43.99%	44.36%	47.19%	238	236	260
Pacific Islander	0.92%	0.75%	0.36%	5	4	2
White	46.77%	46.43%	43.56%	253	247	240
Multiple/No Response	%	%	3.63%			1
Total Enrollment				541	532	551

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	98	89	83
Grade 1	65	79	82
Grade 2	79	67	82
Grade 3	67	87	70
Grade 4	71	72	86
Grade 5	65	68	73
Grade 6	96	70	75
Total Enrollment	541	532	551

Conclusions based on this data:

1. Marengo Ranch continues to face declining concerns; however, School of Choice allows for more students to enroll in Marengo Ranch.
2. Staffing at particular grade levels changes as student enrollment varies. This impacts teacher assignments from year to year.
3. Hispanic/Latino and White student populations make up 90.79% of our student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	56	53	48	10.4%	10.0%	8.7%
Fluent English Proficient (FEP)	52	49	55	9.6%	9.2%	10.0%
Reclassified Fluent English Proficient (RFEP)	17	11	11	26.2%	19.6%	20.8%

Conclusions based on this data:

1. English Learner enrollment is declining each year.
2. The number of Fluent Proficient Students is down slightly from the previous school year.
3. The number of students reclassified at Fluent English proficient has increased by over 10%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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.	2525.	7.29	11.70	14.08	20.83	30.85	36.62	33.33	35.11	25.35	38.54	22.34	23.94
All Grades	N/A	N/A	N/A	12.46	21.99	25.08	26.14	29.21	30.85	29.79	28.87	21.69	31.61	19.93	22.37

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	22.54	28.79	32.56	46.48	50.00	48.84	30.99	21.21	18.60	
Grade 4	22.73	34.33	31.43	48.48	40.30	42.86	28.79	25.37	25.71	
Grade 5	20.83	32.81	29.41	47.92	56.25	47.06	31.25	10.94	23.53	
Grade 6	13.54	22.34	22.54	43.75	46.81	52.11	42.71	30.85	25.35	
All Grades	19.45	28.87	29.15	46.50	48.11	47.80	34.04	23.02	23.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.31	33.33	26.74	53.52	43.94	56.98	28.17	22.73	16.28
Grade 4	15.15	25.37	22.86	53.03	47.76	52.86	31.82	26.87	24.29
Grade 5	25.00	28.13	25.00	50.00	46.88	51.47	25.00	25.00	23.53
Grade 6	12.50	15.96	15.49	42.71	58.51	63.38	44.79	25.53	21.13
All Grades	17.93	24.74	22.71	49.24	50.17	56.27	32.83	25.09	21.02

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.45	19.70	19.77	77.46	63.64	65.12	14.08	16.67	15.12
Grade 4	7.58	20.90	14.29	57.58	61.19	64.29	34.85	17.91	21.43
Grade 5	7.29	17.19	13.24	73.96	73.44	61.76	18.75	9.38	25.00
Grade 6	9.38	17.02	11.27	65.63	63.83	73.24	25.00	19.15	15.49
All Grades	8.21	18.56	14.92	69.00	65.29	66.10	22.80	16.15	18.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.31	34.85	24.42	54.93	54.55	59.30	26.76	10.61	16.28
Grade 4	15.15	20.90	21.43	59.09	61.19	55.71	25.76	17.91	22.86
Grade 5	16.67	31.25	22.06	51.04	53.13	50.00	32.29	15.63	27.94
Grade 6	8.33	26.60	19.72	59.38	56.38	56.34	32.29	17.02	23.94
All Grades	14.29	28.18	22.03	55.93	56.36	55.59	29.79	15.46	22.37

Conclusions based on this data:

1. All grade levels increased in the % of students who met and exceeded standards - From 38.60% in 2016-2017 to 55.26% in 2018-2019
2. 3rd grade demonstrated a 62.79% of students exceeding or meeting standards.
3. Students performing at the below standard range decreased in the area of writing. This was an area of focus last year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	66	86	71	66	86	71	66	86	100	100	100
Grade 4	69	68	70	67	67	70	67	67	70	97.1	98.5	100
Grade 5	96	66	68	95	64	68	95	64	68	99	97	100
Grade 6	97	95	73	96	95	72	96	95	72	99	100	98.6
All	333	295	297	329	292	296	329	292	296	98.8	99	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2416.	2427.	2431.	7.04	10.61	13.95	38.03	33.33	33.72	32.39	34.85	23.26	22.54	21.21	29.07
Grade 4	2452.	2457.	2455.	7.46	11.94	7.14	32.84	29.85	25.71	29.85	31.34	40.00	29.85	26.87	27.14
Grade 5	2479.	2501.	2507.	13.68	15.63	22.06	21.05	15.63	16.18	28.42	42.19	35.29	36.84	26.56	26.47
Grade 6	2487.	2516.	2509.	9.38	16.84	11.11	13.54	20.00	23.61	33.33	34.74	34.72	43.75	28.42	30.56
All Grades	N/A	N/A	N/A	9.73	14.04	13.51	24.92	24.32	25.34	31.00	35.62	32.77	34.35	26.03	28.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.08	25.76	24.42	54.93	43.94	38.37	30.99	30.30	37.21
Grade 4	13.43	26.87	15.71	38.81	31.34	37.14	47.76	41.79	47.14
Grade 5	22.11	20.31	30.88	32.63	48.44	30.88	45.26	31.25	38.24
Grade 6	16.67	23.16	13.89	28.13	37.89	41.67	55.21	38.95	44.44
All Grades	17.02	23.97	21.28	37.39	40.07	37.16	45.59	35.96	41.55

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.94	24.24	24.42	52.11	48.48	50.00	23.94	27.27	25.58
Grade 4	13.43	17.91	14.29	47.76	53.73	45.71	38.81	28.36	40.00
Grade 5	10.53	21.88	19.12	47.37	51.56	55.88	42.11	26.56	25.00
Grade 6	9.38	15.79	15.28	45.83	49.47	51.39	44.79	34.74	33.33
All Grades	13.68	19.52	18.58	48.02	50.68	50.68	38.30	29.79	30.74

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.68	21.21	27.91	61.97	60.61	50.00	25.35	18.18	22.09
Grade 4	14.93	17.91	12.86	52.24	50.75	51.43	32.84	31.34	35.71
Grade 5	9.47	14.06	19.12	43.16	54.69	50.00	47.37	31.25	30.88
Grade 6	11.46	12.63	15.28	38.54	55.79	44.44	50.00	31.58	40.28
All Grades	11.85	16.10	19.26	47.72	55.48	48.99	40.43	28.42	31.76

Conclusions based on this data:

1. Overall growth was down slightly in 2018-2019 from 38.36% to 37.12%.
2. 4th Grade had fewer students scoring at the exceeding and meeting standards levels.
3. Area to focus on: Concepts and Procedures. Applying mathematical concepts and procedures. Scores above and at or near standard declined in the area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1437.8	*	1433.4	*	1447.6	*	12	8
Grade 1	*	1471.7	*	1462.9	*	1480.2	*	15
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
All Grades							50	51

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	13.33		53.33		26.67		6.67	*	15
2	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	48.00	19.61	26.00	49.02	*	25.49	*	5.88	50	51

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	0.00	*	73.33		20.00		6.67	*	15
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	58.00	23.53	22.00	58.82	*	11.76	*	5.88	50	51

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	26.67	*	13.33		53.33		6.67	*	15
2	*	*	*	*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	40.00	13.73	24.00	33.33	22.00	49.02	*	3.92	50	51

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	12	*	
1	*	60.00		40.00		0.00	*	15	
2	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	
All Grades	62.00	33.33	26.00	62.75	*	3.92	50	51	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	0.00	*	86.67		13.33	*	15
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	60.00	29.41	28.00	62.75	*	7.84	50	51

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	40.00		53.33		6.67	*	15
2	*	*	*	*	*	*	*	*
All Grades	36.00	21.57	40.00	58.82	24.00	19.61	50	51

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	91.67	*		*	*	*	12	*
1	*	13.33	*	86.67		0.00	*	15
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	52.00	17.65	42.00	80.39	*	1.96	50	51

Conclusions based on this data:

1. Data conclusions are challenging due to small numbers of English Learners at each grade level.
2. Reading and Writing domains are the most challenging areas for our English Learners.
3. Test scores are lower this year compared to the initial test year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
532	45.9	10.0	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	10.0
Foster Youth	3	0.6
Homeless	10	1.9
Socioeconomically Disadvantaged	244	45.9
Students with Disabilities	78	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian	1	0.2
Asian	16	3.0
Filipino	3	0.6
Hispanic	236	44.4
Two or More Races	20	3.8
Pacific Islander	4	0.8
White	247	46.4

Conclusions based on this data:

1. Nearly 43% of students enrolled at Marengo Ranch are disadvantaged.
2. Hispanic and White student populations make up the majority of the student demographic enrollment.
3. Students with disabilities and English Learners reflect nearly 25% of the student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="228 449 509 483">English Language Arts</p>  <p data-bbox="329 527 409 554">Yellow</p>	<p data-bbox="690 449 951 478">Chronic Absenteeism</p>  <p data-bbox="784 527 863 554">Yellow</p>	<p data-bbox="1170 449 1380 478">Suspension Rate</p>  <p data-bbox="1239 527 1318 554">Green</p>
<p data-bbox="293 638 448 667">Mathematics</p>  <p data-bbox="329 716 409 743">Yellow</p>		

Conclusions based on this data:

1. Marengo Ranch shows adequate performance and growth in ELA and mathematics.
2. Chronic Absenteeism is very low, but has dipped into the yellow range.
3. Suspension rates are low and are in the green range.

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.2 points above standard Maintained ++1.5 points</p> <p>291</p>	<p>English Learners</p> <p>Orange</p> <p>37.9 points below standard Declined -11 points</p> <p>49</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>27.2 points below standard Declined -4.5 points</p> <p>141</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>65.1 points below standard</p> <p>Increased Significantly ++32 points</p> <p>41</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 20.4 points below standard Declined -5 points 130	 No Performance Color 12.4 points above standard Declined -6.3 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 23.4 points above standard Increased ++4 points 132

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.1 points below standard Declined -3.1 points 21	3.1 points below standard Declined -4.1 points 28	11.8 points above standard Increased ++3.8 points 234

Conclusions based on this data:

- English Learners, Hispanic, and Socioeconomically Disadvantaged students have shown increases in scores, but are still below the standard.
- Scores for students with disabilities has also increased slightly.
- Materials for special education students have been purchased for ELA and math programs have been previewed for potential purchasing.

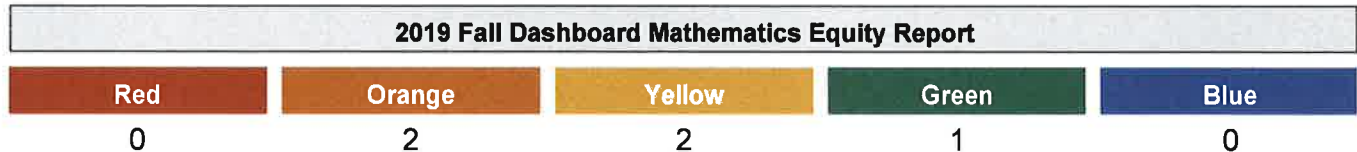
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 21.7 points below standard Maintained ++2.3 points 292	<p>English Learners</p>  Orange 63.9 points below standard Declined -12.5 points 50	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Yellow 43.6 points below standard Increased ++3.8 points 142	<p>Students with Disabilities</p>  Yellow 72.6 points below standard Increased Significantly ++60.1 points 42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.2 points below standard Maintained -1.8 points 131	 No Performance Color 16.3 points above standard Increased Significantly ++20.7 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 1.2 points below standard Increased ++9.1 points 132

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.2 points below standard Increased ++12.3 points 21	50.6 points below standard Declined Significantly -21.2 points 29	11.6 points below standard Increased ++5.3 points 234

Conclusions based on this data:

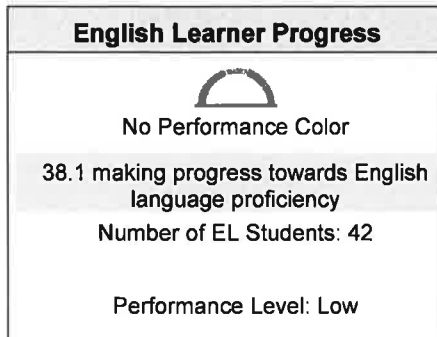
1. EL's and Hispanic subgroup scores have dropped into the red range.
2. Students with disabilities have improved and are in the yellow range.
3. Math is an area of focus for our school and for our special education classrooms.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	38.0	4.7	33.3

Conclusions based on this data:

1. 5 students scored in the Level 1, Beginning Stage.
2. 74% of our English Learners scored in the Level 3 and 4 ranges.
3. 8 students scored in the Level 2, somewhat Developed range.

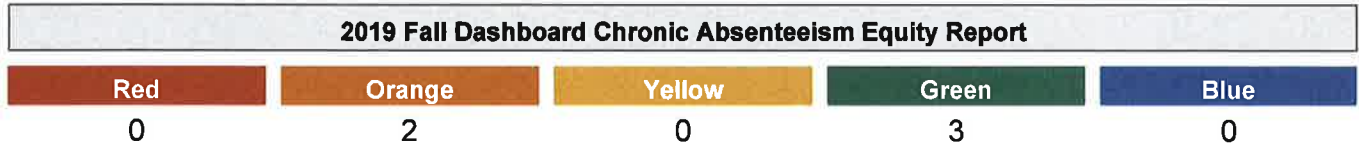
School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 6.2 Maintained 0 546	<p>English Learners</p>  Green 8.5 Declined -3 59	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 50 Increased +35.7 14	<p>Socioeconomically Disadvantaged</p>  Orange 10.9 Increased +2.5 257	<p>Students with Disabilities</p>  Green 9.4 Declined -2.5 96

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 6.3 Increased +0.7 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3 Increased +1.7 242	 No Performance Color 5 Declined -6.1 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 4.7 Declined -0.7 255

Conclusions based on this data:

- The 2019/2020 chronic absenteeism rate for Marengo Ranch was 8.7%

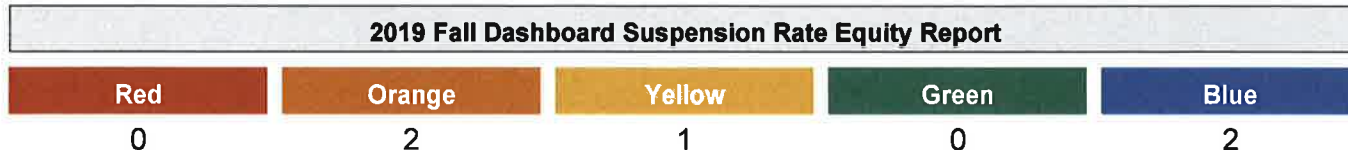
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>553</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>59</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>15</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.2</p> <p>Increased +1.2</p> <p>260</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>1</p> <p>Increased +1</p> <p>96</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.2 Increased +1.2 244	 No Performance Color 0 Maintained 0 20	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Maintained 0 260

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

Conclusions based on this data:

- In 2019/2020, 7 students were suspended for physical altercations at school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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. CALSCHLS survey was given to 5th and 6th graders.
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% Winter MAP = 54% This is an increase of 3%.
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% Winter MAP = 51% This is a decrease of 3%.
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% Winter MAP = 50.5% This is an increase of 2.5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 = 64% Winter MAP = 57.5% This is a decrease of 2.5%
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% - Did not administer CAASPP 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% - Did not administer CAASPP 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% *Trimester two = 83% of the students met DRA benchmarks
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 - Did not administer ELPAC
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% - 2019/2020 rates was 8.7%
School attendance will be maintained at 96% or greater.	School attendance is 95.824%	School attendance to 96%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 - 2019/2020 suspension was 7.
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

Teacher planning time

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Sub costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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)

1,015.00

Source(s)

Title I
0000: Unrestricted

	ESGI
1,695.00	Title I 0000: Unrestricted Renaissance Learning (AR)
270.00	Title I 0000: Unrestricted Starfall
2,447.00	Title I 0000: Unrestricted Moby Max

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)

6,544.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
45,025.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
1,184.00	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

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

Instructional Support:

Instructional assistants provide reading support to primary teachers in grades TK-3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28,370.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
11,630.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants

Strategy/Activity 8

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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 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)

639.38

Source(s)

Title I
4000-4999: Books And Supplies
SIPPS Challenge

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)

4915.00

Title I
0000: Unrestricted
Chromebooks (20)

16,492.00

LCFF - Supplemental
0000: Unrestricted
Chromebooks (70)

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: 2019-20

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0

Strategy/Activity 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)

Source(s)

986.62

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)

Source(s)

900.00

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)	Source(s)
1,000	Title I 2000-2999: Classified Personnel Salaries IA Substitute

Annual Review

SPSA Year Reviewed: 2019-20

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)

0

Annual Review

SPSA Year Reviewed: 2019-20

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	\$52,066
Total Federal Funds Provided to the School from the LEA for CSI	\$52,066
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,113.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$44,338.00
Title I Part A: Parent Involvement	\$1,184.00
Title III	\$6,544.00

Subtotal of additional federal funds included for this school: \$52,066.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$74,047.00

Subtotal of state or local funds included for this school: \$74,047.00

Total of federal, state, and/or local funds for this school: \$126,113.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	44,338	0.00
LCFF - Supplemental	74,047	0.00
Title I Part A: Parent Involvement	1,184	0.00
Title III	6,544	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	74,047.00
Title I	44,338.00
Title I Part A: Parent Involvement	1,184.00
Title III	6,544.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	26,834.00
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	94,739.62
4000-4999: Books And Supplies	639.38
5000-5999: Services And Other Operating Expenditures	900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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		0.00
		0.00
0000: Unrestricted	LCFF - Supplemental	16,492.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	56,655.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900.00
0000: Unrestricted	Title I	10,342.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I	30,356.62
4000-4999: Books And Supplies	Title I	639.38
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,184.00
2000-2999: Classified Personnel Salaries	Title III	6,544.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,180.00
Goal 2	22,046.38
Goal 3	2,886.62
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
Jennifer Porter	Principal
Karen Hill	Other School Staff
John Campbell	Parent or Community Member
Jenne McGranahan	Classroom Teacher
Stephanie Loutzenhiser	Classroom Teacher
Nikki Lam	Parent or Community Member
Gina Cagle	Parent or Community Member
Kelleigh McRoberts	Parent or Community Member
Tawnya Quinn	Classroom Teacher
Liz Cargo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: PTKC Board

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Thurs, Nov. 19, 2020.

Attested:



Principal, Jennifer Porter on 11/19/2020

SSC Chairperson, Jenne McGranahan on 11/19/2020

School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
River Oaks Elementary School	34 67348 610654	11/17/2020	

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).

During the 2019-2020 school year, students in 5th and 6th grades, parents, and staff took the California School Survey.

The following Key Indicators of School Climate and Student Well Being shows the percentage of 5th / percentage of 6th grade students who agreed or strongly agreed:

School Engagement and Supports:

School connectedness 81 / 82

Academic motivation 88 / 85

Caring adults in school 70 / 73

High expectations by adults in school 91 / 86

Facilities upkeep 93 / 91

Parent involvement in schooling 80 / 74

Social and emotional learning supports 83 / 73

Anti-bullying climate 71 / 70

School Safety:

Feel safe at school 86 / 91

Feel safe on way to and from school 86 / 93

Been hit or pushed 40 / 33

Mean rumors spread about you 27 / 49

Called bad names or target of mean jokes 27 / 59

Saw a weapon at school 7 / 15

School Disciplinary Environment:

Rule clarity 80 / 89

Students well behaved 56 / 65

Students treated fairly when break rules 87 / 58

Students treated with respect 100 / 85

Substance Use and Physical/Mental Health:

Alcohol or drug use 0 / 33

Marijuana use 0 / 0

Cigarette use 0 / 2

Vaping 0 / 2

Late bedtime (after 10pm) 7 / 22

Experienced sadness 14 / 28

Social Emotional Health:

Belief in self (self-efficacy, persistence) 90 / 86

Belief in others (school supports, peer supports) 81 / 82

Empathy 67 / 84

Engaged living (optimism, gratitude, zest) 65 / 82

Growth mindset 79 / 82

Collaboration 86 / 82

Problem solving 74 / 69

This school encourages me to know and use my strengths to do what I do best 100 / 83

A summary of Key Indicators on the parent survey are as follows (results indicate the percentage that agree or strongly agree with the statement)

Parent Involvement:

School allow input and welcomes parents' contributions 80

School encourages me to be an active partner with the school in educating my child 91

School actively seeks the input of parents before making important decisions 59

Parents feel welcome to participate at this school 84

School Supports for Students:

School promotes academic success for all students 87

School is a safe place for my child 86

School motivates students to learn 90

School has adults who really care about students 89

School provides opportunities for meaningful student participation 75

Fairness, Rule Clarity, and Respect for Diversity:

School enforces rules equally 70

School clearly communicates consequences of breaking rules 83

School treats all students with respect 86

School promotes respect of all cultural beliefs and practices 84

Substance Abuse and Bullying:

Student alcohol and drug use is NOT a large problem 76

Student tobacco use is NOT a large problem 76

Student vaping or e-cigarette use is NOT a large problem 75

Harassment or bullying of students is NOT a large problem 69

Facilities:

School has clean and well-maintained facilities/properties 90

A summary of Key Indicators on the staff survey are as follows (results indicate the percentage that agree or strongly agree with statement)

School Support for Students:

Caring adult relationships 95

High expectations by adults in school 98

Opportunities for student participation 95

Promotion of parent involvement 99

Student learning environment 99

Facilities upkeep 89

Social emotional supports at school 98

Adequate counseling/support services 91

Anti-bullying climate 96

School Supports for Staff:

Staff working environment 93

Staff collegiality 94

School Safety:

Safe for staff 100

Safe for students 100

Sufficient resources for a safe campus 100

Fairness, Rule Clarity, and Respect for Diversity:

Fairness and rule clarity 97

Respect for diversity 95

Student Behavior:

Student readiness to learn 92

Cutting classes/truancy NOT a problem 96

Harassment/bullying NOT a problem 97

Substance Abuse and Mental Health:

Alcohol and drug use a problem 0

Tobacco use a problem 0

Vaping/e-cigarette use a problem 0

Student depression a problem 14

Custom Questions:

This school personalizes or tailors learning to meet each learner's academic strengths and needs to maximize individual goal accomplishment, academic growth and achievement 94

This school personalizes or tailors learning experiences to engage learners by using that learner's talents, interests and aspirations to inspire individual goal accomplishment 88

This school personalizes or tailors learning, supports or opportunities to reflect youth voice and choice in what, how, and where they learn 89

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 Eenuity Courseware or Khan Academy at home or at a Bright Future Learning Center (BFLC) (library) in Galt.
- ~Recognize and celebrate my child's strengths.
- ~Respect the school, staff, students and families.

In addition to participation in a variety of district and school site committees, parents and students may also participate in annual listening circles and parent workshops covering a variety of topics.

Funding

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

Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the EL student group, Socio-economically Disadvantaged student group, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds. LCFF Supplemental & Concentration, Title I, II, and III funds will be used to hire and train support staff, to provide extended day programs, homework clubs, curriculum coaches, and purchase supplemental curriculum.

Fiscal support (EPC)

See funding attached to goals and actions.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2020/2021 SPSA was shared with the School Site Counsel (SSC) on 11/17/2020 to review previous goals, update priorities, discuss expenditures and approve. The 2020/2021 SPSA was approved by the River Oaks SSC on 11/17/2020.

Resource Inequities

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

The GJUESD reviewed several math curricula for use by the district Special Education classrooms. The chosen curriculum will enable students with mild to moderate learning disabilities to better meet the California Common Core State Standards in the area of mathematics.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.53%	0.54%	1.22%	3	3	7
African American	1.07%	1.07%	0.87%	6	6	5
Asian	3.91%	4.83%	5.24%	22	27	30
Filipino	1.25%	1.07%	1.22%	7	6	7
Hispanic/Latino	52.31%	51.34%	50.96%	294	287	292
Pacific Islander	0.71%	0.89%	0.7%	4	5	4
White	38.26%	39.36%	38.92%	215	220	223
Multiple/No Response	0.18%	%	0.87%	1		0
Total Enrollment				562	559	573

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	93	88
Grade 1	72	85	78
Grade 2	85	70	95
Grade 3	70	85	71
Grade 4	74	68	91
Grade 5	83	75	73
Grade 6	87	83	77
Total Enrollment	562	559	573

Conclusions based on this data:

1. Although our school district is experiencing declining enrollment, River Oaks' enrollment numbers remain fairly steady.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	98	103	110	17.4%	18.4%	19.2%
Fluent English Proficient (FEP)	78	69	57	13.9%	12.3%	9.9%
Reclassified Fluent English Proficient (RFEP)	24	11	1	24.2%	11.2%	1.0%

Conclusions based on this data:

1. As the number of English Learners has increased, we are seeing a reduction in the number of students being reclassified. As a site, we will look at our students individually to determine personalized supports that will allow them to be reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	68	82	68	67	82	68	67	82	98.6	98.5	100
Grade 4	81	70	68	81	69	68	81	69	68	100	98.6	100
Grade 5	90	83	75	90	83	74	90	83	74	100	100	98.7
Grade 6	82	91	84	81	91	84	81	91	84	98.8	100	100
All	322	312	309	320	310	308	320	310	308	99.4	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2447.	2447.	2446.	33.82	38.81	31.71	23.53	22.39	24.39	16.18	16.42	25.61	26.47	22.39	18.29
Grade 4	2476.	2513.	2466.	28.40	47.83	23.53	24.69	24.64	26.47	19.75	11.59	20.59	27.16	15.94	29.41
Grade 5	2528.	2518.	2539.	32.22	30.12	41.89	36.67	25.30	27.03	13.33	21.69	16.22	17.78	22.89	14.86
Grade 6	2568.	2572.	2541.	33.33	36.26	22.62	30.86	37.36	30.95	25.93	16.48	27.38	9.88	9.89	19.05
All Grades	N/A	N/A	N/A	31.88	37.74	29.87	29.38	28.06	27.27	18.75	16.77	22.73	20.00	17.42	20.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	29.85	34.15	35.29	41.79	39.02	32.35	28.36	26.83
Grade 4	20.99	39.13	22.06	46.91	46.38	50.00	32.10	14.49	27.94
Grade 5	26.67	33.73	43.24	56.67	40.96	43.24	16.67	25.30	13.51
Grade 6	35.80	43.96	29.76	41.98	37.36	42.86	22.22	18.68	27.38
All Grades	28.75	37.10	32.47	45.94	41.29	43.51	25.31	21.61	24.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.29	34.33	24.39	41.18	41.79	51.22	23.53	23.88	24.39
Grade 4	29.63	44.93	17.65	45.68	39.13	57.35	24.69	15.94	25.00
Grade 5	40.00	33.73	45.95	44.44	37.35	35.14	15.56	28.92	18.92
Grade 6	40.74	43.96	29.76	44.44	37.36	48.81	14.81	18.68	21.43
All Grades	36.56	39.35	29.55	44.06	38.71	48.05	19.38	21.94	22.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.59	25.37	29.27	70.59	58.21	63.41	8.82	16.42	7.32
Grade 4	19.75	24.64	23.53	64.20	66.67	60.29	16.05	8.70	16.18
Grade 5	20.00	20.48	25.68	73.33	62.65	66.22	6.67	16.87	8.11
Grade 6	20.99	25.27	17.86	71.60	63.74	64.29	7.41	10.99	17.86
All Grades	20.31	23.87	24.03	70.00	62.90	63.64	9.69	13.23	12.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.24	41.79	23.17	42.65	40.30	57.32	19.12	17.91	19.51
Grade 4	34.57	47.83	19.12	45.68	43.48	54.41	19.75	8.70	26.47
Grade 5	40.00	33.73	37.84	38.89	51.81	43.24	21.11	14.46	18.92
Grade 6	53.09	47.25	32.14	35.80	41.76	47.62	11.11	10.99	20.24
All Grades	41.56	42.58	28.25	40.63	44.52	50.65	17.81	12.90	21.10

Conclusions based on this data:

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to reading MAP scores.
2. A significant decrease in the percentage of students above standard and increase in the percentage of students below standard in the area of writing is noted as an area of focus.
3. When comparing cohort groups, every grade level with the exception of 5th, had an increase in the percentage of students not meeting standards in the area of writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	68	82	68	68	82	68	68	82	98.6	100	100
Grade 4	81	69	68	81	69	68	81	69	68	100	100	100
Grade 5	90	83	75	90	83	75	90	83	75	100	100	100
Grade 6	82	91	84	81	91	84	81	91	84	98.8	100	100
All	322	311	309	320	311	309	320	311	309	99.4	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2462.	2459.	2454.	35.29	33.82	28.05	26.47	27.94	36.59	22.06	16.18	14.63	16.18	22.06	20.73
Grade 4	2453.	2491.	2474.	11.11	30.43	14.71	25.93	23.19	36.76	28.40	26.09	25.00	34.57	20.29	23.53
Grade 5	2514.	2511.	2534.	23.33	25.30	33.33	24.44	22.89	21.33	28.89	24.10	24.00	23.33	27.71	21.33
Grade 6	2571.	2577.	2542.	37.04	42.86	27.38	27.16	23.08	19.05	19.75	18.68	25.00	16.05	15.38	28.57
All Grades	N/A	N/A	N/A	26.25	33.44	26.21	25.94	24.12	28.16	25.00	21.22	22.01	22.81	21.22	23.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	44.12	40.24	29.41	32.35	35.37	20.59	23.53	24.39
Grade 4	18.52	43.48	29.41	39.51	24.64	35.29	41.98	31.88	35.29
Grade 5	31.11	33.73	42.67	28.89	25.30	33.33	40.00	40.96	24.00
Grade 6	51.85	56.04	35.71	29.63	26.37	30.95	18.52	17.58	33.33
All Grades	37.19	44.69	37.22	31.88	27.01	33.66	30.94	28.30	29.13

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	35.29	34.15	50.00	41.18	43.90	17.65	23.53	21.95
Grade 4	13.58	27.54	25.00	51.85	46.38	47.06	34.57	26.09	27.94
Grade 5	24.44	20.48	25.33	44.44	45.78	45.33	31.11	33.73	29.33
Grade 6	29.63	37.36	21.43	49.38	41.76	50.00	20.99	20.88	28.57
All Grades	24.69	30.23	26.54	48.75	43.73	46.60	26.56	26.05	26.86

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.65	35.29	45.12	38.24	45.59	37.80	19.12	19.12	17.07
Grade 4	22.22	42.03	22.06	39.51	37.68	47.06	38.27	20.29	30.88
Grade 5	17.78	24.10	24.00	54.44	46.99	60.00	27.78	28.92	16.00
Grade 6	35.80	36.26	28.57	41.98	43.96	45.24	22.22	19.78	26.19
All Grades	28.75	34.08	30.42	44.06	43.73	47.25	27.19	22.19	22.33

Conclusions based on this data:

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to math MAP scores.
2. There was a slight increase in the number of students that almost met or did not meet standards in math. As we examine last years' scores, we are keeping in mind that a staff member lost her husband in a work-related accident the day before we began testing.
3. When comparing cohort groups, the percentage for students that met or exceeded standards has generally decreased from year to year. Math will continue to be an area of focus at River Oaks.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.2	1435.6	1442.7	1438.5	1434.4	1428.7	27	22
Grade 1	1513.1	1488.5	1499.1	1498.5	1526.6	1477.8	15	23
Grade 2	1531.6	1556.4	1544.4	1547.0	1518.5	1565.2	19	14
Grade 3	1495.9	1496.5	1485.2	1484.4	1506.1	1508.1	15	14
Grade 4	*	1511.1	*	1496.6	*	1524.8	*	13
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	1536.3	*	1550.2	*	1521.8	*	12
All Grades							99	106

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	44.44	54.55	*	27.27	*	9.09	27	22
1	*	30.43	*	56.52	*	13.04		0.00	15	23
2	84.21	50.00	*	42.86	*	7.14	*	0.00	19	14
3	*	21.43	*	42.86	*	28.57	*	7.14	15	14
4	*	15.38	*	46.15		38.46	*	0.00	*	13
5	*	*	*	*		*		*	*	*
6	*	16.67	*	50.00	*	25.00		8.33	*	12
All Grades	45.45	24.53	38.38	49.06	*	20.75	*	5.66	99	106

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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
559	60.5	18.4	0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	18.4
Foster Youth	0	0
Homeless	17	3.0
Socioeconomically Disadvantaged	338	60.5
Students with Disabilities	85	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
American Indian	3	0.5
Asian	27	4.8
Filipino	6	1.1
Hispanic	287	51.3
Two or More Races	5	0.9
Pacific Islander	5	0.9
White	220	39.4

Conclusions based on this data:

1. Our Hispanic student population continues to increase each year, according to the data. We are continuing to work to increase student achievement for this student population.
2. Our Socioeconomically Disadvantaged population continues to increase each year, according to the data. We are continuing to work to increase student achievement for this student population.
3. Students with disabilities continues to be a significant student group at River Oaks. Over 14% of our student population is on an IEP. We are continuing to work to increase student achievement for this student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="228 453 509 485">English Language Arts</p>  <p data-bbox="331 531 407 558">Green</p>	<p data-bbox="690 453 951 485">Chronic Absenteeism</p>  <p data-bbox="781 531 857 558">Orange</p>	<p data-bbox="1170 453 1377 485">Suspension Rate</p>  <p data-bbox="1235 531 1312 558">Yellow</p>
<p data-bbox="290 642 448 674">Mathematics</p>  <p data-bbox="331 720 407 747">Green</p>		

Conclusions based on this data:

1. Chronic Absenteeism is an area of focus for River Oaks. We will continue to seek ways to promote regular attendance.
2. The River Oaks staff continues to find alternative ways of discipline to suspension.

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>14.9 points above standard</p> <p>Declined -14.9 points</p> <p>303</p>	<p>English Learners</p> <p>Orange</p> <p>9.1 points below standard</p> <p>Maintained -1.3 points</p> <p>92</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>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.2 points below standard</p> <p>Declined -13.3 points</p> <p>193</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>59.6 points below standard</p> <p>Maintained -1 points</p> <p>49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 67.5 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.3 points below standard Declined Significantly -16.8 points 171	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 44.9 points above standard Declined Significantly -15.3 points 105

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.6 points below standard Increased ++7.6 points 42	37.4 points above standard Increased ++4.8 points 50	24.2 points above standard Declined Significantly -20.8 points 201

Conclusions based on this data:

1. We are continuing to make growth with our Socioeconomically Disadvantaged students.
2. Our English Learners are continuing to receive support through designated and integrated ELD.
3. Students with Disabilities continue to be a target group. The district has purchased ELA curriculum for this group and is in the process of purchasing math curriculum that is designed to better support students with disabilities.

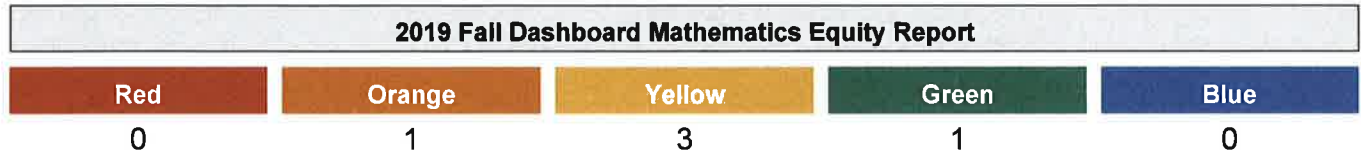
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 2.9 points above standard Declined -8.3 points 303	<p>English Learners</p>  Yellow 24.2 points below standard Maintained ++2.9 points 92	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p>  Yellow 19.3 points below standard Declined -7 points 193	<p>Students with Disabilities</p>  Orange 80.7 points below standard Maintained ++1.7 points 49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 69.2 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.6 points below standard Declined -7.4 points 171	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 32.6 points above standard Declined -13.7 points 105

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.5 points below standard Increased ++4 points 42	17.2 points above standard Increased ++12.6 points 50	12.8 points above standard Declined -14.7 points 201

Conclusions based on this data:

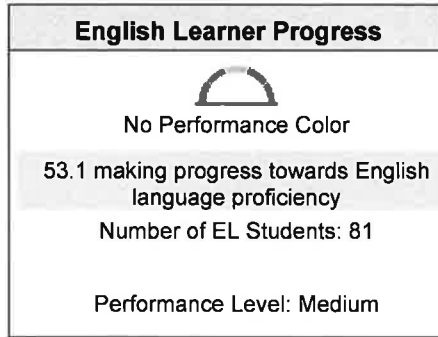
1. We are continuing to make growth with our Socioeconomically Disadvantaged students.
2. Our English Learners are continuing to receive support through designated and integrated ELD.
3. Students with Disabilities continue to be a target group. The district is in the process of purchasing math curriculum that is designed to better support students with disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.7	27.1	13.5	39.5

Conclusions based on this data:

1. Through designated and integrated ELD, we are continuing to strive to improve English Learner progress.
2. Long Term English Learners (LTEL) continue to be a focus group.

School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 10.6 Increased +1.5 585	<p>English Learners</p>  Orange 11.7 Increased +2.8 120	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 13 23	<p>Socioeconomically Disadvantaged</p>  Orange 12 Increased +2.3 368	<p>Students with Disabilities</p>  Red 21.4 Increased +6.1 112

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 3.6 Increased +3.6 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.8 Increased +0.6 297	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 11.4 Increased +2.2 229

Conclusions based on this data:

1. Based on the data, chronic absenteeism continues to be an area of concern for our Hispanic students. Our School Attendance Review Team (SART) will analyze absenteeism by this student population to see if there are patterns, ie extended vacation time during the holidays.
2. Based on the data, chronic absenteeism continues to be an area of concern for our Students with Disabilities. Our SART will analyze absenteeism by this student population to determine if our data is reflective of the group of as a whole, or of a few students with chronic medical conditions.
3. Based on the data, chronic absenteeism continues to be an area of concern for our White student group. Our SART will analyze the data to look for patterns, etc.

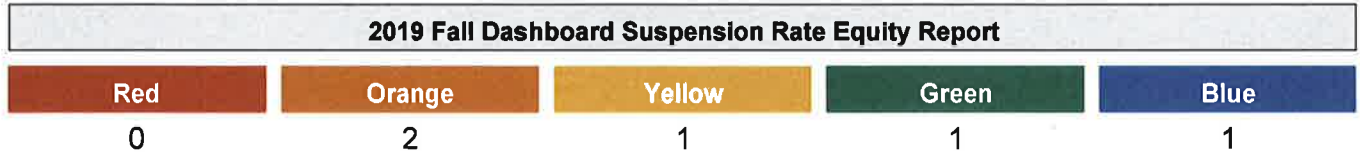
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 0.8 Increased +0.3 598	 Blue 0 Maintained 0 121	 No Performance Color Less than 11 Students - Data Not 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 23	 Orange 1.1 Increased +0.5 374	 Orange 2.5 Increased +0.5 118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 28	 No Performance Color Less than 11 Students - Data 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.7 Increased +0.3 303	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 5	 Green 0.9 Maintained -0.1 234

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.8

Conclusions based on this data:

- 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 that they agree or strongly agree that they have a caring adult on campus will increase by 5%.	In 2019-2020, 70% of 5th graders and 73% of 6th graders reported that they agree or strongly agree that they have a caring adult on campus.	We will be using the CalSCHLS survey in 2020-2021 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, 2020 Math MAP scores, 50% of all 1st through 6th graders met or exceeded their growth goals.	At least 55% of all 1st through 6th graders will meet or exceed their 2020/2021, Winter MAP math growth goals.
Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase 5%.	Based on the Winter, 2020 Reading MAP scores, 51% of all 1st through 6th graders met or exceeded their growth goals.	At least 56% of all 1st through 6th graders will meet or exceed their 2020/2021, 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, 2020 Math MAP scores, 53% of all 1st through 6th graders met or exceeded their grade level mean RIT.	At least 58% of all 1st through 6th graders will meet or exceed their grade level mean RIT scores for math on the 2020/2021, Winter MAP assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students meeting or exceeding their grade level mean RIT in Reading on NWEA MAP will increase 5%.	Based on the Winter, 2020 Reading MAP scores, 53% of all 1st through 6th graders met or exceeded their grade level mean RIT.	At least 58% of all 1st through 6th graders will meet or exceed their grade level mean RIT scores for reading on the 2020/2021, 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 2020/2021 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 2020/2021 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 2021 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 2020/2021 school year based on ELPAC and MAP scores.
School Chronic absenteeism will decrease by 1%.	The Chronic absenteeism rate was 12.95% for the 2019/2020 school year.	The Chronic absenteeism rate for the 2020/2021 school year will be, at most, 11.95%
School attendance will be maintained at 96% or greater.	School attendance for the 2019/2020 school year was 95.158%.	School attendance will be increased to at least 96% for the 2020/2021 school year.
School suspension rate will decrease by 33% or greater.	The school suspension rate for the 2019/2020 school year was 3 (.5%).	The school suspension rate for the 2020/2021 school year will be no more than 2 (.5%)
School expulsion rate will maintain at .0%	The school expulsion rate was 0 for the 2019/2020 school year.	The school expulsion rate will remain at 0 for the 2020/2021 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. 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: Winter 2021 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. Progress towards meeting these goals will be shared with parents and students after the spring 2021 testing windows. Teachers will determine if students met their individual growth goals based on spring 2021 MAP scores for 1st and 2nd grades and winter 2022 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 2021.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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. 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: 2019-20

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 2019/2020 school year.	100% of students will be taught with CCSS aligned ELA/ELD, Math, and NGSS curriculum and supplemental bridge resources during the 2020/2021 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 2019/2020 school year.	100% of TK-8 teachers will receive professional development to implement the CCSS in ELA/ELD, Math & NGSS during the 2020/2021 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 2019/2020 school year.	100% of the students will use technological resources as needed in order to support academic growth during the 2020/2021 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 2019/2020 school year.	100% of the students will have access to courses in the Visual and Performing Arts (VAPA) during the 2020/2021 school year.
The school's California School Dashboard Academic Indicator	The 2019 California School Dashboard Academic Indicator	Increase in the range of "green" on the 2020/ 2021

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".	California 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 2019 California School Dashboard Academic Indicator for ELA indicates a status of "green".	Increase in the range of "green" on the 2020/2021 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 be the baseline a for 2020/2021 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 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)

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)

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

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)
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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)	Source(s)
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3000.00	Title I 2000-2999: Classified Personnel Salaries IA Extra Time
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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)	Source(s)
7000.00	Title I 1000-1999: Certificated Personnel Salaries Extended Day
3000.00	Title I 1000-1999: Certificated Personnel Salaries Extended Day

Annual Review

SPSA Year Reviewed: 2019-20

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, 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.

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

Annual Review

SPSA Year Reviewed: 2019-20

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 has been developed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 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: 2019-20

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	\$67,763
Total Federal Funds Provided to the School from the LEA for CSI	\$67,763
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$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	110,070	11,484.00
Title I Part A: Parent Involvement	1,581	831.00
Title I	59,176	-2,395.70
Title III	7,006	-810.00

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

Name of Members	Role
Donna Gill	Principal
Jenny Culp	Other School Staff
Maria West	Classroom Teacher
Donna Mullins	Classroom Teacher
Katey Garibaldi	Classroom Teacher
Rosa Soria	Parent or Community Member
Cristina Gutierrez	Parent or Community Member
Alicia Tovar	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 17, 2020.

Attested:



Principal, Donna Gill on 11/17/20

SSC Chairperson, Rosa Soria on 11/17/20



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	12/7/2020	

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 CalSCHLS survey (2019-2020) noted some very positive feelings that our 5th and 6th grade shared about Valley Oaks: For "School Engagement and Supports", over 80% of our students reported to Agree/Strongly Agree that 1) they felt motivated academically, 2) they felt adults had high expectations for them, and 3) there were social and emotional learning supports for them at school. For "School Safety", over 70% of students feel safe both 1) on their way to/home from school, and 2) while they are at school. In the area of "School Disciplinary Environment", over 85% of students felt like the rules are clear, and over 90% of students felt like they are treated with respect. And finally, over 75% of the students said that they Agree/Strongly Agree that Valley Oaks "encourages me to know and use my strengths to do what I do best."

Parent Survey: The most recent CalSCHLS surveys conducted during the 2019-2020 school year revealed very positive aspects of parent sentiment toward Valley Oaks: For "Parental Involvement", 94% of parents Agree/Strongly agree that Valley Oaks "encourages me to be an active partner with the school in educating my child," and 92% of parents Agree/Strongly agree that "Parents feel welcome to participate at this school". In the area of "School Supports for Students", 99% of parents Agree/Strongly Agree that Valley Oaks "has adults who really care about students", and 92% of parents Agree/Strongly Agree that Valley Oaks "promotes academic success for all students." In the area of "Fairness, Rule Clarity and Respect for Diversity", 90% of parents Agree/Strongly agree that 1) School clearly communicates consequences of breaking rules, and 2) School promotes respect of all cultural beliefs and practices. In the area of "Facilities", 87% of parents Agree/Strongly Agree that Valley Oaks "has clean and well-maintained facilities/properties".

Teacher Survey: The most recent CalSCHLS survey conducted during the 2019-2020 school revealed very high levels of agreement among Valley Oaks Staff. In the area of "School Supports for Students", over 92% of all staff Agree or Strongly Agree to the following: 1) Caring Adult Relationships, 2) High Expectations by Adults in School, 3) Opportunities for Student Participation, 4) Promotion of Parent Involvement, 5) Student Learning Environment, 6) Social/Emotional Supports at School, and 7) Adequate Counseling/Support Services. In the area of "School Supports for Staff", over 91% of staff Agree/Strongly Agree that there is 1) a positive Staff Working Environment, and 2) Staff Collegiality. In the area of School Safety, 92% of Valley Oaks staff Agree/Strongly Agree that the school is Safe for Staff and 96% Agree/Strongly Agree that the school is Safe for Students. Finally, over 92% of Valley Oaks staff Agree/Strongly Agree that there is 1) Fairness and Rule Clarity and 2) Respect for Diversity at Valley Oaks.

Classroom Observations

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

All teachers at Valley Oaks are observed and given feedback at least two (2) times each school year. These are typically 10-15 minute observations. Additionally, teachers who are in their first two (2) years of teaching and teachers who are in their evaluation year have at least six (6) of the 10-15

minute observations, as well as longer, more formal 30+ minute observations, with end-of-year evaluations. A 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 all of our students reading at grade level by the end of third grade. The belief is that literacy, first and foremost, affects all aspects (or subjects) in education. In order to achieve this, heavy emphasis has been placed on 1) Strong instruction in Early Literacy in Grades TK-3, and 2) High Quality/Quantity Reading Practice for Grades 2-6. Site funds are used to hire/train paraprofessionals (Instructional Assistants) who work together with classroom teachers to give personalized reading instruction to students in small groups. Students who do not meet reading benchmarks receive additional instructional in small groups, in their area of need. Teachers and administration meet together in Academic Conferences throughout the year to evaluate student progress. Local assessments, as well as MAP assessments and SBAC data are used to help with the evaluation of student progress. Furthermore, teachers (and IAs) share student progress with administration on a regular basis (monthly minimum), to monitor progress. For students who continue to struggle, teachers will recommend a student to the Multi-Tiered System of Support (MTSS) Team, where the struggles are discussed and interventions are put in place. Parents are made aware of student progress through regular contact by the teachers (Class Dojo, Scholastic, Remind, etc.) and through PLP Check-In Conferences, Parent/Teacher/Student Conferences, and Student Success Team (SST) meetings.

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

The Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, establish learning goals and outcomes/expectations in the areas of ELA & Mathematics. District Curriculum Coaches provide professional development and support the implementation of the California Common Core State Standards (CCSS), in the areas of English Language Arts and Mathematics. Teachers use the assessments included in the district-adopted ELA curriculum and the Math curriculum to monitor student progress. Based on the results of these assessments, teachers are able to modify their instruction to meet the needs of their students, giving additional support to those who need it.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Valley Oaks Elementary meet "Highly Qualified" teacher requirements.

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

Valley Oaks will utilize services of the district in advertising for any vacancies that may occur at the school. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview. All teachers have participated in district-wide and grade-level-span specific professional development with the recent ELA adoption. Additionally, there have been multiple trainings for the Benchmark ELD (Integrated and Designated) given to staff at Valley Oaks. Instructional Aides and selected teachers have also participated in training and/or refresher courses in the areas of Early Literacy instruction (SIPPS) and intervention strategies. Furthermore, selected teachers were trained in Next Generation Science Standards and serve as grade-level and site-level resources for training in teaching science to our students.

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

Curriculum Coaches provide professional development and support the implementation of the California CCSS. The focus for professional development is structured to prepare staff for the continued implementation of the California CCSS, the Next Generation Science Standards (NGSS), and district/school focus areas. The Galt Joint Union Elementary School District (GJUESD) district and site administrators (principals), and teacher leaders (academic coaches) participate in professional development in order to ensure that all teachers are supported in the transition. Technology tools are utilized to implement and support the CCSS.

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

Principals are primarily responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher "mentors" will provide support beyond coaching by administrative or other staff to new staff members. District instructional coaches are also utilized to provide support, suggestions, and ideas for teachers at all grade levels.

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

The grade-level Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, will establish learning goals and outcomes/expectations for ELA, Mathematics, and Science. PLCs meet on a weekly basis to review data, review assessments and curriculum, and engage in CCSS-based planning. They share their notes weekly with site administration and feedback is shared.

Teaching and Learning

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

Curriculum, instruction, and instructional materials are all aligned with the 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 fourth 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 2020-2021. 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, in ELA and Math, according to their needs.

Parental Engagement

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

Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of Valley Oaks' educational program. Students not making growth or making minimal growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

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

School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The ELAC, made up of parents of students learning English, and facilitated by a faculty member and administration, advises the school on the program for English Learner students. The school elects a School Site Council to develop this Single Plan and budget in order to meet the needs of the school. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

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

Instructional Assistants and Bilingual Instructional Assistants are provided through Title I and Supplemental/Concentration funding. Services provided include support in the area of reading and math instruction and intervention. Students not meeting academic standards benefit from the personnel, services, and materials that these funds provide.

Fiscal support (EPC)

Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and the overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Valley Oaks seeks the input and advice of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) in reviewing, revising, and establishing goals and actions for the SPSA. Meetings are generally held at the beginning of the year where the committees review the previous year's plan, give suggestions for the new year's plan, and review the draft of the SPSA before final approval.

Resource Inequities

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

To improve academic performance, Students With Disabilities have the need for supplemental/modified curriculum for ELA and Mathematics. The district purchased a modified ELA curriculum in 2018-19. Teachers are participating in professional learning to implement the new resources. The district purchased a supplemental math curriculum in 2019-20 with professional development planned 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.18%	0.34%	0.36%	1	2	2
African American	0.18%	0.86%	1.6%	1	5	9
Asian	0.71%	0.69%	0.71%	4	4	4
Filipino	0.88%	0.17%	0.18%	5	1	1
Hispanic/Latino	86.77%	83.36%	82.92%	492	486	466
Pacific Islander	0.71%	0.86%	0.53%	4	5	3
White	10.23%	13.55%	13.52%	58	79	76
Multiple/No Response	%	%	0.18%			0
Total Enrollment				567	583	562

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	90	86	81
Grade 1	81	87	66
Grade 2	65	82	83
Grade 3	80	66	82
Grade 4	78	81	68
Grade 5	96	85	93
Grade 6	77	96	89
Total Enrollment	567	583	562

Conclusions based on this data:

1. The vast majority of the students at Valley Oaks are Hispanic/Latino.
2. Enrollment at Valley Oaks decreased in 2019-2020 after increasing for three consecutive years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	321	293	287	56.6%	50.3%	51.1%
Fluent English Proficient (FEP)	69	83	68	12.2%	14.2%	12.1%
Reclassified Fluent English Proficient (RFEP)	20	30	8	6.4%	9.3%	2.7%

Conclusions based on this data:

1. The percentage of English Learners increased slightly from 18/19 to 19/20.
2. The number and percentage of Fluent English Proficient students decreased slightly from 18/19 to 19/20.
3. The number and percentage of Reclassified Fluent English Proficient students decreased from 18/19 to 19/20 (no testing due to COVID-19).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	76	68	79	72	67	79	72	67	100	94.7	98.5
Grade 4	93	81	86	92	79	84	92	79	84	98.9	97.5	97.7
Grade 5	75	96	85	74	94	84	74	94	84	98.7	97.9	98.8
Grade 6	91	80	99	91	80	98	91	80	98	100	100	99
All	338	333	338	336	325	333	336	325	333	99.4	97.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2369.	2395.	2403.	6.33	12.50	14.93	17.72	25.00	20.90	31.65	27.78	26.87	44.30	34.72	37.31
Grade 4	2410.	2430.	2454.	8.70	12.66	19.05	16.30	21.52	21.43	19.57	22.78	28.57	55.43	43.04	30.95
Grade 5	2442.	2430.	2474.	12.16	3.19	16.67	17.57	19.15	23.81	16.22	24.47	23.81	54.05	53.19	35.71
Grade 6	2474.	2487.	2491.	6.59	8.75	6.12	17.58	20.00	27.55	35.16	35.00	30.61	40.66	36.25	35.71
All Grades	N/A	N/A	N/A	8.33	8.92	13.81	17.26	21.23	23.72	25.89	27.38	27.63	48.51	42.46	34.83

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	7.59	13.89	22.39	37.97	47.22	44.78	54.43	38.89	32.84	
Grade 4	9.78	19.23	25.00	45.65	41.03	41.67	44.57	39.74	33.33	
Grade 5	10.81	7.45	22.62	40.54	39.36	42.86	48.65	53.19	34.52	
Grade 6	9.89	10.00	14.29	42.86	45.00	43.88	47.25	45.00	41.84	
All Grades	9.52	12.35	20.72	41.96	42.90	43.24	48.51	44.75	36.04	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.59	8.33	7.46	37.97	47.22	62.69	54.43	44.44	29.85
Grade 4	8.70	10.26	9.52	41.30	43.59	66.67	50.00	46.15	23.81
Grade 5	16.22	8.51	22.62	39.19	39.36	41.67	44.59	52.13	35.71
Grade 6	9.89	11.25	8.16	45.05	46.25	50.00	45.05	42.50	41.84
All Grades	10.42	9.57	12.01	41.07	43.83	54.65	48.51	46.60	33.33

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.59	20.83	11.94	60.76	61.11	73.13	31.65	18.06	14.93
Grade 4	2.17	16.67	21.43	60.87	61.54	58.33	36.96	21.79	20.24
Grade 5	9.46	5.32	15.48	54.05	59.57	55.95	36.49	35.11	28.57
Grade 6	7.69	11.25	7.14	62.64	63.75	72.45	29.67	25.00	20.41
All Grades	6.55	12.96	13.81	59.82	61.42	64.86	33.63	25.62	21.32

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.86	18.06	11.94	56.96	50.00	53.73	34.18	31.94	34.33
Grade 4	20.65	14.10	13.10	40.22	50.00	57.14	39.13	35.90	29.76
Grade 5	12.16	12.77	15.48	36.49	34.04	54.76	51.35	53.19	29.76
Grade 6	14.29	17.50	16.33	48.35	52.50	50.00	37.36	30.00	33.67
All Grades	14.29	15.43	14.41	45.54	45.99	53.75	40.18	38.58	31.83

Conclusions based on this data:

1. Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for English Language Arts/Literacy on the CAASP for the fourth consecutive year.
2. For the fourth consecutive year, there was an increase in the percentage of students who Met/Exceeded Standard in Overall Achievement in English Language Arts/Literacy and a decrease in the percentage of students who Did Not Meet Standard.
3. Listening and Research/Inquiry were the two areas of English Language Arts/Literacy in which Valley Oaks students achieved the best results (% of students Above and At or Near Standard).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
583	87.8	50.3	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	293	50.3
Foster Youth	1	0.2
Homeless	32	5.5
Socioeconomically Disadvantaged	512	87.8
Students with Disabilities	80	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian	2	0.3
Asian	4	0.7
Filipino	1	0.2
Hispanic	486	83.4
Two or More Races	1	0.2
Pacific Islander	5	0.9
White	79	13.6

Conclusions based on this data:

1. An overwhelming majority of the students at Valley Oaks are Socioeconomically Disadvantaged.
2. An overwhelming majority of the students at Valley Oaks are of Hispanic/Latino origin.
3. Over half of the students at Valley Oaks are learning English as their second language.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. Suspension Rate improved from Orange to Green.
2. Mathematics improved from Orange to Yellow.
3. Chronic Absenteeism remained in Orange.

School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 29.9 points below standard Increased Significantly ++20.8 points 312	<p>English Learners</p> Yellow 45.4 points below standard Increased Significantly ++18.2 points 198	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 50.2 points below standard Increased Significantly ++23 points 18	<p>Socioeconomically Disadvantaged</p> Yellow 33.9 points below standard Increased Significantly ++19.5 points 279	<p>Students with Disabilities</p> Orange 113.2 points below standard Increased Significantly ++22.9 points 44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.5 points below standard Increased Significantly ++17.6 points 268	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 2.8 points above standard Increased Significantly ++28.6 points 36

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.9 points below standard Increased Significantly ++21.2 points 143	10.7 points above standard Increased Significantly ++26 points 55	9.6 points below standard Increased Significantly ++31.2 points 101

Conclusions based on this data:

1. ALL of our significant student groups increased in ELA scores from 2018 to 2019.
2. The Students with Disabilities student group increased in points the most, moving from Red to Orange.
3. The group of Reclassified English Learners (RFEP) scored the highest out of all student groups.

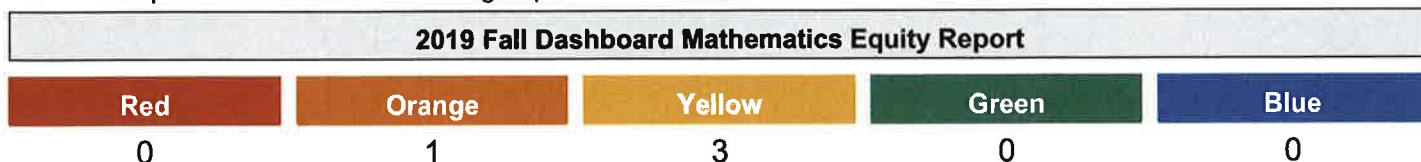
School and Student Performance Data

Academic Performance Mathematics







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 49.8 points below standard Increased ++12 points 312	<p>English Learners</p>  Yellow 58.5 points below standard Increased ++12.8 points 198	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 90.2 points below standard Declined -3 points 18	<p>Socioeconomically Disadvantaged</p>  Yellow 53.4 points below standard Increased ++9.7 points 279	<p>Students with Disabilities</p>  Orange 127.4 points below standard Increased ++7.3 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 55.2 points below standard Increased ++10.3 points 268	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 18.9 points below standard Increased Significantly ++17.5 points 36

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.3 points below standard Increased ++11.7 points 143	25.1 points below standard Increased Significantly ++25.3 points 55	38.6 points below standard Increased Significantly ++20.1 points 101

Conclusions based on this data:

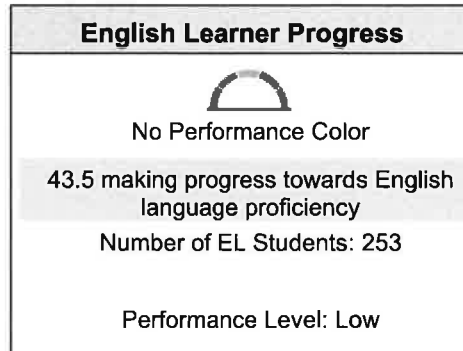
1. ALL of the five student groups increased in scores and showed growth.
2. Overall (All Students) increased from Orange to Yellow.
3. Students with Disabilities student group increased from Red to Orange.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.9	35.5	10.2	33.2

Conclusions based on this data:

1. There is a large number of students at Valley Oaks (over 56%) who are English Learners and take the annual ELPAC assessment.
2. 76% of our English Learner students showed English Skills at Level 4 or Level 3 of the ELPAC assessment.
3. 33% of our English Learner students progressed at least one level and 10% of our EL students maintained in Level 4 (Highest level)

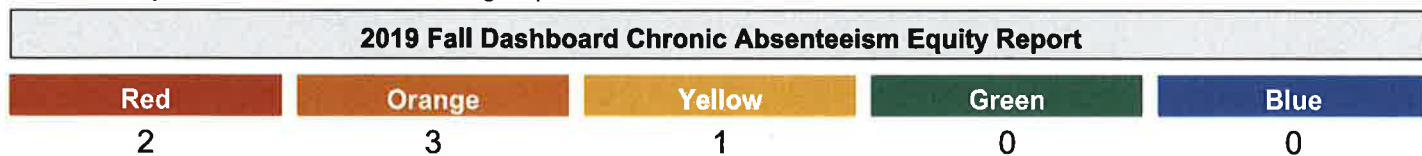
School and Student Performance Data

Academic 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 14.1 Increased +2.9 616	<p>English Learners</p>  Orange 9.9 Increased +2.7 303	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  Orange 19 Increased +10.9 42	<p>Socioeconomically Disadvantaged</p>  Red 14 Increased Significantly +3.4 541	<p>Students with Disabilities</p>  Orange 17 Increased +3 94

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.1 Increased Significantly +3.8 504	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 14.1 Declined -5.3 92

Conclusions based on this data:

- Four out of the seven Student Groups scored in the Orange category.
- All student groups, with the exception of White, increased in Chronic Absenteeism.
- Our Homeless student group had the highest percentage of 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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Green 2.4 Declined Significantly -1.2 625	Green 1.3 Declined -0.5 304	No Performance Color Less than 11 Students - Data Not 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red 6.7 Increased +4.1 45	Green 2.4 Declined Significantly -1.4 550	Green 2.1 Declined -5.4 95

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 2 Declined Significantly -1.3 509	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 5	 Yellow 4.3 Declined -2.8 94

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.6	2.4

Conclusions based on this data:

- Four of the six Student Groups (Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners) scored in the Green category.
- There was a big reduction in student suspensions, which lead to overall improvement (All Students) from Orange to Green.
- The Homeless student group is the only student group with an increase in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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 English Language Proficiency Assessments for California (ELPAC), is 10% (lower than the state average).

***Based on 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 "Connected to School" on CalSCHLS Survey will increase 5% each year.	Students reporting being "Connected to School" on 2019-2020 CalSCHLS Survey was: 66.5%	Students reporting being "Connected to School" on 2020-2021 CalSCHLS Survey will be: 71.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 2020 Winter MAP MATH = 51.7%	Students meeting/exceeding their personal growth for 2021 Winter MAP MATH will be 56.7%
Students meeting/exceeding their personal growth target for READING on NWEA MAP will increase 5%.	Students meeting/exceeding their personal growth target for 2020 Winter MAP READING = 46.7%	Students meeting/exceeding their personal growth for 2021 Winter MAP READING will be 51.7%
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 for 2020 Winter MAP MATH = 45.1%	Students meeting/exceeding their grade level mean RIT for 2021 Winter MAP MATH will be: 50.1%
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 for 2020 Winter MAP READING = 48.8%	Students meeting/exceeding their grade level mean RIT for 2021 Winter MAP MATH will be: 53.8%
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%
3rd grade students meeting/exceeding their grade level Reading targets on the	***3rd grade students meeting/exceeding their grade level Reading targets on the	***3rd grade students meeting/exceeding their grade level Reading targets on the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Reading Assessments (DRAs) will increase 5%.	District Reading Assessments (DRAs) is: 69%	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 3%.	School Chronic Absenteeism rate is: 13.4%	School Chronic Absenteeism rate will be: 10.4%
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: <1%	School Suspension Rate will maintain at <1%
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

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: Winter 2020 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 Winter 2020 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)

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)

26,473

Title I

	2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
150	Title I 1000-1999: Certificated Personnel Salaries Release Time for ELD planning
500	Title I 4000-4999: Books And Supplies ELA/ELD Instructional Materials / Technology
101,050	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
17,791	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
31,668	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
64,634	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
2500	LCFF - Supplemental 4000-4999: Books And Supplies School/Classroom/Student Supplies and/or Materials
3000	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants - Substitute(s)
702	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)

250

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)
100	Title I 4000-4999: Books And Supplies Yard Supervisor Training / Materials
500	Title I 4000-4999: Books And Supplies Student Incentives/Awards - Social/Emotional
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Anti-Bullying/Positive Behavior Assembly and/or Presentations
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional hours for Classified Staff for additional help/coverage of students
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies/Materials for Safe School Ambassadors Trainings/Family Meetings
729	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes/Extra Time for Safe School Ambassador Training/Implementation
500	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)
300	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques
500	Title I 4000-4999: Books And Supplies SIPPS Materials (3rd Edition)
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Supplemental Support (Ext. Day)
250	Title I 1000-1999: Certificated Personnel Salaries Release Time for Teacher Observations of other Teachers
1000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Supplemental Support (Ext. Day)
500	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training/Substitutes for Teachers

Annual Review

SPSA Year Reviewed: 2019-20

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)

500

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)

500	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
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), Lexia, Khan Academy, Zearn, Prodigy, and other web-based learning programs.

All students will be given opportunities to earn participation in an AR Literary Incentive each trimester - by meeting their Points (Quantity) and Comprehension (Quality) Reading Goals.

Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers, and staff in all technology-related areas.

The BFLC will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6200

LCFF - Supplemental
4000-4999: Books And Supplies
RenLearn License (AR, STAR Reading)

300

Title I
4000-4999: Books And Supplies
RenLearn License (Math Facts in a Flash)

750

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)
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6000	Title I 4000-4999: Books And Supplies Technology maintenance, upgrades, and improvements (Hardware)
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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)

Source(s)

200	Title I 4000-4999: Books And Supplies Materials to be used during Service Learning Projects
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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)

2000	Title I
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	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
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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.
200	Title I 1000-1999: Certificated Personnel Salaries Teacher pay for Makerspace Club
100	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)

	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract for Teaching Artist Residencies (No Payment this year - rollover from 19/20)
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Annual Review

SPSA Year Reviewed: 2019-20

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 over 100 families. The following is their overall response % of Agree/Strongly Agree:</p> <p>SCHOOL SUPPORTS FOR STUDENTS:</p> <ul style="list-style-type: none"> • VO has adults who really care about students: 99% • VO promotes academic success for all students: 92% • VO is a safe place for my child: 91% • VO motivates students to learn: 90% • VO provides opportunities for meaningful student participation: 77% <p>FAIRNESS, RULE CLARITY, RESPECT FOR DIVERSITY:</p> <ul style="list-style-type: none"> • VO promotes respect of all cultural beliefs and practices: 90% • VO clearly communicates 	<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>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>consequences of breaking rules: 90%</p> <ul style="list-style-type: none">• VO treats all students with respect: 87%• VO enforces school rules equally: 84% <p>PARENTAL INVOLVEMENT:</p> <ul style="list-style-type: none">• VO encourages me to be an active partner with the school in educating my child: 94%• Parents feel welcome to participate at VO: 92%• School allows input and welcomes parents' contributions: 87%• School actively seeks the input of parents before making important decisions: 73% <p>FACILITIES:</p> <ul style="list-style-type: none">• VO has clean and well-maintained facilities/properties: 87%	
--	---	--

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)
1559	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting/Translating Services
3544	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant
500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child Care at Parent Meetings
200	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Training Supplies/Materials

Strategy/Activity 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: 2019-20

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: 2019-20

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	\$104,613
Total Federal Funds Provided to the School from the LEA for CSI	\$104,613
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$294,484.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$84,563.00
Title I Part A: Parent Involvement	\$2,259.00
Title III	\$17,791.00

Subtotal of additional federal funds included for this school: \$104,613.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$189,871.00

Subtotal of state or local funds included for this school: \$189,871.00

Total of federal, state, and/or local funds for this school: \$294,484.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	84,563	0.00
Title I Part A: Parent Involvement	2,259	0.00
LCFF - Supplemental	189,871	0.00
Title III	17,791	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	189,871.00
Title I	84,563.00
Title I Part A: Parent Involvement	2,259.00
Title III	17,791.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	9,779.00
2000-2999: Classified Personnel Salaries	254,219.00
4000-4999: Books And Supplies	27,966.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	2,020.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,729.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	172,628.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,514.00
1000-1999: Certificated Personnel Salaries	Title I	3,050.00
2000-2999: Classified Personnel Salaries	Title I	61,741.00
4000-4999: Books And Supplies	Title I	17,252.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,020.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,059.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00
2000-2999: Classified Personnel Salaries	Title III	17,791.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	264,347.00
Goal 2	22,384.00
Goal 3	7,753.00
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 12/7/2020.

Attested:



Principal, David Nelson on 12/7/2020



SSC Chairperson, Kristin Kendall on 12/7/2020

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McCaffrey Middle School	34 67348 0100040	12/10/2020	

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, mental health awareness/education through a Wellness Center, a desire for a cleaner, well maintained campus, school wide field trip offerings, and class offerings related to career paths.

Key Indicators of School Climate and Student Well-Being

Grade 7 % Grade 8 %

School Engagement and Supports

School connectedness	66	57	
Academic motivation	75	72	
Chronic truancy (twice a month or more often)	3		1
Caring adult relationships	68	60	
High expectations	78	72	
Meaningful participation	35	24	
Facilities upkeep	50	37	
Promotion of parent involvement in school	60	51	

School Safety

School perceived as very safe or safe	60	56	
Experienced any harassment or bullying	35	34	
Had mean rumors or lies spread about you	30		36
Been afraid of being beaten up	25	17	
Been in a physical fight	13	11	
Seen a weapon on campus	12	17	

"Substance Use and Physical/Mental Health

Current alcohol or drug use"			
Current alcohol or drug use	9	16	
Current marijuana use	3	8	
Current binge drinking	2	4	
Very drunk or "high" 7 or more times, ever	1	4	
Been drunk or "high" on drugs at school, ever	3	6	
Current cigarette smoking	1	1	
Vaping	4	7	
Sleep deprivation (less than 8 hours)	33	44	
Experienced chronic sadness/hopelessness	26	32	
Considered suicide	13	18	

Key Indicators of School Climate

School Climate Scales

Grade 7 %	Grade 8 %
Supports for learning	68 59
Student learning engagement	30 26
Fairness and respect for diversity	50 34
Racial/Ethnic conflict	11 13
Appreciation of racial/ethnic differences	54 43
Clarity of rules	77 65
Disciplinary harshness	45 52
Student peer relationships	43 38
Supports for social and emotional learning	60 46
Anti-bullying climate	44 37
Supports for college and career planning	43 36
Quality of physical environment	48 37
Time for lunch	54 43

Key Indicators of Social Emotional Health

Grade 7 %	Grade 8 %
Covitality	71 64
Belief in self	67 60
Belief in others	77 71
Emotional competence	73 65
Engaged living	66 59
Social emotional distress	26 31
Growth mindset	67 66
Goals	80 76
Collaboration	71 61
Problem solving	54 52

Covitality Domains and Subdomains

Grade 7 %	Grade 8 %
Belief in self	67 60
Self-efficacy	77 71
Self-awareness	73 64
Persistence	50 45
Belief in others	77 71
School supports	78 71
Family connectedness	80 69
Peer supports	74 72
Emotional competence	73 65
Emotional regulation	76 67
Empathy	75 70
Behavioral self-control	70 58
Engaged living	66 59
Optimism	64 55
Gratitude	72 67
Zest	63 55

Custom Questions

This school encourages me to know and use my strengths to do what I do best.

"Grade 7%" "Grade 8%" "Total %"

Strongly agree	36	24	30
Agree	32	30	31
Neither agree nor disagree	22	29	26
Disagree	5	9	7
Strongly disagree	5	7	6

Classroom Observations

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

School administrators perform formal and informal observations of both classified and certificated staff. Classroom mini-observations (informal) as well formal observations are recorded utilizing the Google Docs. These take place on a regular basis with staff receiving immediate feedback. Select staff that have volunteered to participate in the Professional Learning Cycle Reflective Rubric. Instructional Assistants are provided with performance feedback by the certificated teacher with whom they are paired. At McCaffrey Middle School, the staff is meeting or exceeding performance goals. Those staff not meeting expectations are receiving additional support in an effort improve performance. Ongoing professional development is offered to all staff on a regular basis.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

McCaffrey Middle School student achievement is measured using the Measures of Academic Progress (MAP) Assessment by NWEA, the CAASPP State Assessment, and the ELPAC (English Learner Proficiency Assessment for California). The data from these assessments along with classroom common assessments informs school personnel on appropriate actions for a Personalized Learning Plan (PLP) for each student.

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

Formal and informal formative and summative assessments are used to inform and modify instruction on an ongoing basis. Data from these assessments are also used to inform instruction. Students and parents have access to the parent portal to self monitor learner progress and performance. All content areas, with a focus on math and language, employ common assessments in an effort to truly report out student growth and progress in a consistent manner.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet teacher requirements. Principals will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct on-going mini observations with face-to-face and written feedback utilizing Google Docs. As noted above, curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (curriculum coaches).

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

100% of McCaffrey Middle School certificated staff have access to professional development through district wide professional development days, release time to work with our Academic Coaches, professional conferences and district wide collaboration days as well as weekly Wednesday collaboration time. Current professional development addresses the newly adopted ELD standards and common core state standards. Continued support for and development of consistent school-wide use of key literacy strategies for English Learners is supported by on-going professional learning through our partnership with CALLI. 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 Gooru and Khan program to fill math competencies that are lacking. The teacher will participate in district trainings based on the findings and recommendations of the Literacy Team (formerly the CALLI (California Language and Learning Innovation Collaborations) team), in order to support learners' use of language to access complex text and engage in effective expression (conversation) of content knowledge.

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

McCaffrey Middle School teachers have the assistance and support of site and district administration as well as peers.

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

All McCaffrey Middle School teachers meet every Wednesday as part of ongoing collaboration and professional growth. Teachers meet as teams or grade level content areas to discuss learner data in an effort to provide the most effective instructional strategies and practices. These collaborations are designed to promote a greater consistency in the use of research-based instructional strategies.

Teaching and Learning

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

All McCaffrey Middle School curriculum and instructional materials are aligned to the the current CCSS and Next Generation Science Standards (NGSS) content and performance standards.

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

McCaffrey Middle School meets the recommended instructional minutes for all core subjects including but not limited to literacy and math.

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

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 administration as well as peers.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)
100% of instructional materials are available to all student groups.

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

All instructional materials are aligned with SBE-adopted including current CCSS and NGSS state standards.

Opportunity and Equal Educational Access

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

All services provided by the regular school program enable underperforming students to meet standards. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. The MTSS process begins with targeted interventions based on a learner's individual needs. Each school site has developed a MTSS team. The MTSS site team meets on a monthly basis to review learner progress and documentation of learner support. This team consists of administration, psychologists, social workers, counselors, teachers and specialists. In an effort to meet the needs of underperforming students, instructional assistants are employed in the areas of ELD, math, language arts, strategies classes and other core areas as needed.

Evidence-based educational practices to raise student achievement

McCaffrey Middle School utilizes research based educational practices garnered from NGSS, CALLI and other state documents when appropriate. Common Core and NGSS have played an integral role in the development of content specific curriculum. PLPs are developed for each student enabling them the ability to set personal and academic goals.

Parental Engagement

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

McCaffrey Middle School provides a school counselor, health assistant, school nurse, School Resource Officer, bilingual instructional assistants, instructional assistant, After School Education and Safety (ASES) program, AVID, math tutoring and extended teacher office hours for individual help as needed.

Board Policies reinforce that parents play vital roles in the education of the children of Galt. McCaffrey Middle School has elected a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC), made up of parents and facilitated by administration, advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Student Study Teams (SSTs), Open House and other school events

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants. Students in need of support outside of the regular classroom will have access to before and after school programs through After School Education and Safety (ASES), the Galt Assisted Learning and Enrichment Program (GALEP), and the Migrant Ed funding of after school tutoring for math.

Student Study Team (SST) referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the school counselor, social worker and administration, will develop an intervention action plan to support student progress and learning. Additionally, the Student Study Team will monitor and follow-up on student progress. The process is coordinated by our school counselor.

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

McCaffrey Middle School has SSC and ELAC committees whose membership includes staff, student(s) and parents. At the site level, there 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 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.32%	0.23%	0%	3	2	0
African American	1.40%	1.02%	1.59%	13	9	13
Asian	2.15%	2.38%	2.44%	20	21	20
Filipino	0.65%	0.9%	1.22%	6	8	10
Hispanic/Latino	60.28%	62.56%	62.2%	560	553	510
Pacific Islander	0.43%	0.23%	0.73%	4	2	6
White	33.69%	30.43%	29.02%	313	269	238
Multiple/No Response	%	0.11%	2.68%		1	1
Total Enrollment				929	884	820

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	448	423	407
Grade 8	481	461	413
Total Enrollment	929	884	820

Conclusions based on this data:

1. Our enrollment continues to decline.
2. Our Latino seems to have stabilized around 62% in regards to the percent of the total population.
3. Our White population seems to have stabilized around 30% in regards to the percent of the total population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	89	101	116	9.6%	11.4%	14.1%
Fluent English Proficient (FEP)	278	264	239	29.9%	29.9%	29.1%
Reclassified Fluent English Proficient (RFEP)	27	24	18	37.0%	27.0%	17.8%

Conclusions based on this data:

1. ELs continue to increase in numbers and percent even though we are in declining enrollment
2. FEP percent of total has not fluctuated much in the last 3 years
3. The percent of students being reclassified (RFEP) has continued to decrease in the last 3 years

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	469	449	415	464	443	406	464	443	405	98.9	98.7	97.8
Grade 8	427	473	447	416	470	433	416	470	433	97.4	99.4	96.9
All	896	922	862	880	913	839	880	913	838	98.2	99	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2531	2531	2545	8.84	10.84	11.85	35.34	32.73	39.01	28.88	26.86	25.43	26.94	29.57	23.70
Grade 8	2565	2560	2553	14.18	10.85	11.09	36.06	39.15	36.26	30.77	29.57	26.56	18.99	20.43	26.10
All Grades	N/A	N/A	N/A	11.36	10.84	11.46	35.68	36.04	37.59	29.77	28.26	26.01	23.18	24.86	24.94

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	18.97	21.67	19.75	48.49	43.12	48.40	32.54	35.21	31.85	
Grade 8	24.52	21.91	22.17	49.76	50.43	44.80	25.72	27.66	33.03	
All Grades	21.59	21.80	21.00	49.09	46.88	46.54	29.32	31.33	32.46	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.20	22.57	22.47	55.08	45.60	59.75	28.73	31.83	17.78
Grade 8	19.95	16.17	18.71	55.05	58.09	58.66	25.00	25.74	22.63
All Grades	17.97	19.28	20.53	55.06	52.03	59.19	26.96	28.70	20.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	10.13	10.61	10.86	65.95	67.04	73.58	23.92	22.35	15.56
Grade 8	12.26	15.53	13.39	74.52	68.09	67.67	13.22	16.38	18.94
All Grades	11.14	13.14	12.17	70.00	67.58	70.53	18.86	19.28	17.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	20.26	22.12	20.99	54.96	51.47	55.06	24.78	26.41	23.95
Grade 8	26.92	25.11	21.02	55.29	57.45	53.35	17.79	17.45	25.64
All Grades	23.41	23.66	21.00	55.11	54.55	54.18	21.48	21.80	24.82

Conclusions based on this data:

- Without any CAASSP data for 19-20, we will continue with our previous conclusions. Our overall growth as a school continues to trend in the positive direction. This means we need to stay the course where learners are participating in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text. The academic literacy needs of our learners will continue to be addressed by all teachers through their use of strategies learned in California Language and Learning Innovation (CALLI).
- 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 (Literacy Team) strategies. In addition to our CALLI partnership, administration will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) and 3. the use of academic discourse.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	469	448	415	466	442	413	466	442	413	99.4	98.7	99.5
Grade 8	427	474	447	418	471	435	418	471	435	97.9	99.4	97.3
All	896	922	862	884	913	848	884	913	848	98.7	99	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2516.	2518.	2536.	8.58	15.16	17.68	22.96	20.14	24.21	34.98	28.96	27.60	33.48	35.75	30.51
Grade 8	2551.	2530.	2533.	19.38	12.95	18.39	19.38	18.47	14.48	26.08	29.72	24.37	35.17	38.85	42.76
All Grades	N/A	N/A	N/A	13.69	14.02	18.04	21.27	19.28	19.22	30.77	29.35	25.94	34.28	37.35	36.79

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	18.03	21.49	26.88	38.63	32.58	34.38	43.35	45.93	38.74	
Grade 8	25.36	17.20	21.38	33.73	36.73	28.74	40.91	46.07	49.89	
All Grades	21.49	19.28	24.06	36.31	34.72	31.49	42.19	46.00	44.46	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	12.45	19.91	18.89	51.50	46.15	49.64	36.05	33.94	31.48
Grade 8	21.77	16.35	19.31	42.34	51.38	45.06	35.89	32.27	35.63
All Grades	16.86	18.07	19.10	47.17	48.85	47.29	35.97	33.08	33.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	12.45	16.06	18.16	59.23	52.26	57.38	28.33	31.67	24.46
Grade 8	21.53	14.23	19.31	49.76	50.53	43.91	28.71	35.24	36.78
All Grades	16.74	15.12	18.75	54.75	51.37	50.47	28.51	33.52	30.78

Conclusions based on this data:

1. Without any CAASSP data for 19-20, we will continue with our previous conclusions. The trend over 3 years shows that we are increasing in the "Standards Not Met" category meaning learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of mathematical concepts and procedures. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the College Preparatory Math Program (CPM).
2. Learners need to participate in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program as well as Gooru and Khan (provides personalized instruction on math competencies that an individual student is lacking). Extended learning opportunities by credential math teachers will be available after school for all students in need of extra help.
3. Teachers need to be clear and purposeful in their use of daily personalized learning targets in order to monitor learner progress. These learning targets will be clearly stated both visually (on the board) and verbally (through opening dialogue).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1545.3	1541.6	1537.9	1533.8	1552.2	1549.0	44	62
Grade 8	1529.4	1558.1	1516.3	1550.7	1542.3	1565.0	30	39
All Grades							74	101

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	36.36	30.65	45.45	38.71	*	17.74	*	12.90	44	62
8	*	30.77	36.67	46.15	*	15.38	*	7.69	30	39
All Grades	33.78	30.69	41.89	41.58	14.86	16.83	*	10.89	74	101

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	52.27	41.94	36.36	32.26	*	8.06	*	17.74	44	62
8	50.00	38.46	*	30.77	*	20.51	*	10.26	30	39
All Grades	51.35	40.59	33.78	31.68	*	12.87	*	14.85	74	101

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	31.82	16.13	27.27	40.32	27.27	24.19	*	19.35	44	62
8	*	20.51	*	33.33	*	38.46	*	7.69	30	39
All Grades	31.08	17.82	22.97	37.62	27.03	29.70	18.92	14.85	74	101

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	40.91	16.13	52.27	59.68	*	24.19	44	62
8	*	20.51	70.00	61.54	*	17.95	30	39
All Grades	33.78	17.82	59.46	60.40	*	21.78	74	101

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	65.91	59.68	31.82	24.19	*	16.13	44	62
8	63.33	61.54	36.67	25.64		12.82	30	39
All Grades	64.86	60.40	33.78	24.75	*	14.85	74	101

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	34.09	19.35	27.27	56.45	38.64	24.19	44	62
8	*	25.64	*	35.90	50.00	38.46	30	39
All Grades	31.08	21.78	25.68	48.51	43.24	29.70	74	101

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	34.09	14.52	63.64	72.58	*	12.90	44	62
8	*	12.82	76.67	82.05		5.13	30	39
All Grades	29.73	13.86	68.92	76.24	*	9.90	74	101

Conclusions based on this data:

- Without any CAASSP data for 19-20, we will continue with our previous conclusions. TBD---Learners need to participate in structured small group learning experiences that provide the opportunity for them to demonstrate their understanding of the text in an effort to solve real world and mathematical problems. This will be addressed by teachers participating in on-going training addressing the implementation and strategies of the CPM program as well as Gooru and Khan (provides personalized instruction on math competencies that an individual student is lacking). After school math tutoring is available from a credentialed math teacher throughout the year.
- Learners need to participate in structured learning experiences that provide the opportunity for them to produce clear and purposeful writing. The academic literacy needs of our learners will be addressed by all teachers through their use of strategies learned in CALLI. In addition to this educational partners (CALLI), administration will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy

strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) and 3. the use of academic discourse.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
884	61.3	11.4	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	101	11.4
Foster Youth	2	0.2
Homeless	8	0.9
Socioeconomically Disadvantaged	542	61.3
Students with Disabilities	110	12.4

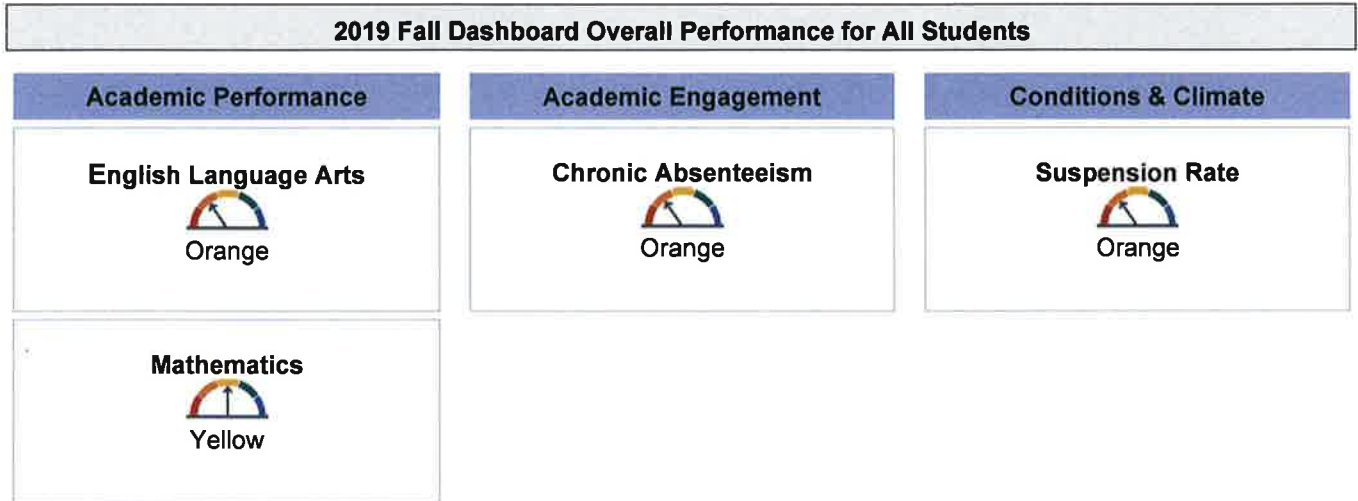
Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.0
American Indian	2	0.2
Asian	21	2.4
Filipino	8	0.9
Hispanic	553	62.6
Two or More Races	19	2.1
Pacific Islander	2	0.2
White	269	30.4

Conclusions based on this data:

1. At the time, over half of our student population fell in the socioeconomically disadvantaged category.
2. Nearly 10% of our student population are english learners.

School and Student Performance Data

Overall Performance



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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 9.4 points below standard Maintained ++2.9 points 830	<p>English Learners</p> Yellow 68.5 points below standard Increased ++10.6 points 212	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p> Yellow 30.8 points below standard Increased ++4.2 points 507	<p>Students with Disabilities</p> Red 93.4 points below standard Maintained -1.3 points 108

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 17.4 points above standard Maintained ++0.4 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 25.2 points below standard Maintained ++1.6 points 525	 No Performance Color 13 points above standard 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 18.8 points above standard Increased ++9.2 points 248

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.3 points below standard Increased Significantly ++17 points 88	48.8 points below standard Increased ++10.1 points 124	8.1 points above standard Increased ++5.5 points 483

Conclusions based on this data:

1. Our RFEP students underperformed based on a gap of 61.8 points below standard and a decline of 8.4 points from the previous year.
2. Our EL students made significant growth but are still 113.2 points below standard meaning the majority are most likely scoring a 1 on the SBAC.
3. Our students with special needs are making little to no growth and continue to be well below standard (-86.9 points).

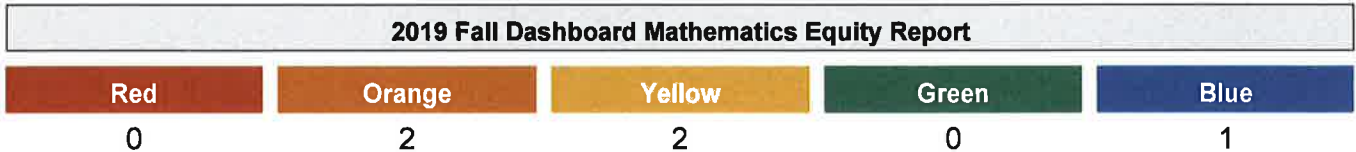
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 39.2 points below standard Increased ++10.4 points 832	<p>English Learners</p> Orange 106.7 points below standard Increased Significantly ++25 points 213	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p> Yellow 65.3 points below standard Increased ++9.6 points 508	<p>Students with Disabilities</p> Orange 129.5 points below standard Increased ++13.4 points 108

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 8 points below standard Declined -3.6 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60.9 points below standard Increased ++6.3 points 526	 No Performance Color 29.6 points below standard 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 0.6 points above standard Increased Significantly ++20.3 points 249

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132.4 points below standard Increased Significantly ++36.7 points 89	88.3 points below standard Increased Significantly ++21.5 points 124	17.9 points below standard Increased ++13 points 484

Conclusions based on this data:

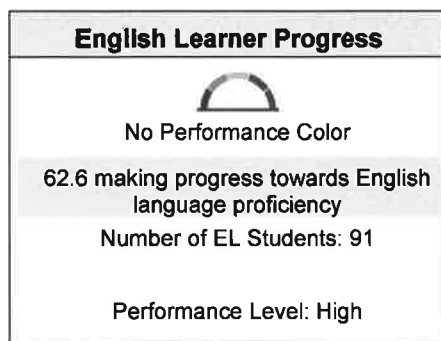
1. All subgroups are significantly below standard with special concerns regarding the EL and Students with Disabilities subgroups.
2. The only subgroup that maintained was white and this subgroup is still 20.9 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.4	20.8	8.7	53.8

Conclusions based on this data:

1. A large percent (41.9%) of our students are performing at a 3 knowing they need to be a level 4 to be re-designated.
2. Students scoring at level 1 are newcomers to this country.
3. Over 75% of our students are scoring either level 3 or 4 and are close or meeting one of the requirements for redesignation.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance









This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>12.1</p> <p>Increased +0.6</p> <p>907</p>	<p>English Learners</p> <p>Orange</p> <p>14.2</p> <p>Increased +3.2</p> <p>113</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>36.4</p> <p>11</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>13.5</p> <p>Declined -1.4</p> <p>562</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>17.1</p> <p>Increased +0.8</p> <p>117</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 4.8 Maintained -0.2 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.8 Maintained +0.1 569	 No Performance Color 0 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Red 14.2 Increased Significantly +3.2 275

Conclusions based on this data:

1. All subgroups, with the exception of Hispanic, maintained or declined in chronic absenteeism.

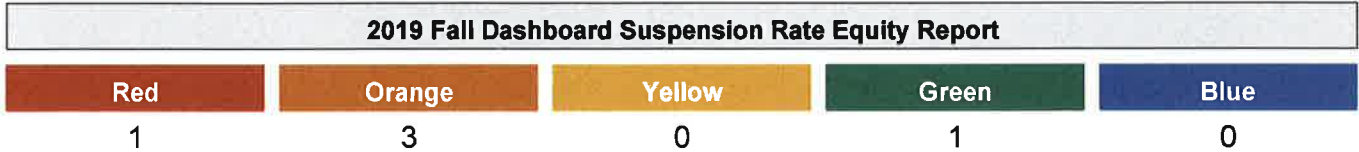
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 8.2 Increased +1.3 918	<p>English Learners</p>  Green 7.1 Declined -5.7 113	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4
<p>Homeless</p>  No Performance Color 7.7 13	<p>Socioeconomically Disadvantaged</p>  Orange 9.4 Increased +1.8 572	<p>Students with Disabilities</p>  Red 16.8 Increased +9.1 119

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 14.3 Increased +0.6 21	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.9 Increased +1.5 575	 No Performance Color 10 20	 No Performance Color Less than 11 Students - Data 2	 Orange 6.5 Increased +0.6 279

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.8	8.2

Conclusions based on this data:

- 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 as well as for 2019-20, 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. (MET)
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 66% for Winter 2020	Students meeting/exceeding their personal growth target for Math on NWEA MAP will increase to 56% (MET)
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 57% for Winter 2020	Students meeting/exceeding their personal growth target for Reading on NWEA MAP will increase to 60%. (DID NOT MEET)
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%. (DID NOT MEET)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 is 47%.	Students meeting or exceeding their grade level mean RIT in Reading on NWEA MAP will increase to 52%. (DID NOT MEET)
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%. (DID NOT MEET)
School English Learner reclassification rate will be maintained at 24%.	School English Learner reclassification rate = 24%	School English Learner reclassification rate = 24% (MET)
School Chronic absenteeism will decrease by 1%.	School Chronic absenteeism = 89/831 10.7%	School Chronic absenteeism will decrease = 11.12% (MET)
School attendance will be maintained at 96% or greater.	School attendance = 95.275%	School attendance = 96% or greater (DID NOT MEET)
School suspension rate will decrease by 3% or greater.	School suspension rate = 60/831 7.2%	School suspension rate will decrease to 9.6% or lower (MET)
School expulsion rate will maintain at 0%.	School expulsion rate will maintain at 0%.	School expulsion rate will maintain at 0%. (MET)
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%. (MET)

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 (no field trip for 20-21)

Sobriety Brings A Change (SBAC) Program targets students that have issues with drugs and/or alcohol (free)

Too Good for Violence Program (free)

Alcohol, Tobacco and Other Drugs (ATOD) peer-to-peer prevention program (no need for \$ for 20-21 because training is virtual due to COVID)

Peer Leaders Uniting Students (PLUS) Program targets the whole school in an effort to strengthen the school culture

Club Live Program targets drug/substance abuse while promoting healthy lifestyle

Multi Tiered System of Supports (MTSS) focuses on the high needs learners (no need in 20-21 because of COVID)

Academic Conferences to discuss strategies for at risk students

English Language Development (ELD) meetings during and after the school day to discuss most effective instructional strategies

100% of students will be involved in the creation/development of the PLP as measured by participation during homeroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,812	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant: Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs in addition office assistant substitute
3,000	Title I 1000-1999: Certificated Personnel Salaries Team support through release time for collaboration
5,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Assemblies / presentation expenses
495	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PLUS Program Cost
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty for teachers needed to do student services meetings (SSTs, 504s, etc)
5,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty pay for Kelly Vleck to continue CALLI work as the lead for MMS
0	Sobriety Brings A Change (SBAC) (no cost)
0	Too Good for Violence (no cost)
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Club Live
4,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty pay for Literacy Team

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)

5,000

LCFF - Supplemental
4000-4999: Books And Supplies
Wellness Center development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ensure IEP's are properly implemented by all staff during MAP & CAASPP assessments

Follow the IEP testing accommodations attached to each student.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 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)
600	Title I 1000-1999: Certificated Personnel Salaries Gooru training
3,000	Title I 4000-4999: Books And Supplies Purchase library books to update and maintain our collection
500	Title I 4000-4999: Books And Supplies Supplies needed for each student in order to complete the MAP assessment
2,000	Title I 5000-5999: Services And Other Operating Expenditures Purchase tech programs (examples could include programs such as Quill, Newsela, Sum Dog, GoFormative, etc)
400	Title I 2000-2999: Classified Personnel Salaries Gooru training

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	LCFF - Supplemental 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)
19,651	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants (2)
20,653	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
5,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures AVID summer training / expenses
500	Title I 5000-5999: Services And Other Operating Expenditures AVID / ELD field trips
500	Title I 1000-1999: Certificated Personnel Salaries AVID substitutes for collaboration
2,500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD Professional Development
1,350	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries AVID Teacher Stipends for attending the AVID Summer Institute
1,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Extra time for BIAs when needed

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)

500

LCFF - Supplemental
4000-4999: Books And Supplies
Supplemental teaching materials

800

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Release time for professional development

1,000

Title I
1000-1999: Certificated Personnel Salaries
Release for ELD teacher professional
development

750

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Truancy Hunter Program for Attendance Secretary
500	Title I 5000-5999: Services And Other Operating Expenditures Staff will attend training / workshops on drop-out prevention, truancy, absenteeism, attendance, etc
58,099	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Alternative Center Teacher to work closely with our high needs learners (33% of teacher)
59,472	Title I 1000-1999: Certificated Personnel Salaries

	Alternative Center Teacher to work closely with our high needs learners (67% of teacher)
5,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional math teacher pay to support high needs learners

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)	Source(s)
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development in the area of Positive Behavioral Interventions and Support (PBIS)

Annual Review

SPSA Year Reviewed: 2019-20

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
7,315	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
9,400	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Newsela - \$7000 and PearDeck - \$2400

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)

1,000

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Professional Development to fully implement
NGSS including release time for collaboration

4,000

LCFF - Supplemental
4000-4999: Books And Supplies
Supplemental Materials and Supplies for
science

Strategy/Activity 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)

1,500

LCFF - Supplemental
4000-4999: Books And Supplies
Supplies

500

Title I
4000-4999: Books And Supplies
Supplies for the Creative Literature, drama,
school play

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 (including Maker Space) opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

LCFF - Supplemental
4000-4999: Books And Supplies
Supplies/materials to run each program

Annual Review

SPSA Year Reviewed: 2019-20

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)

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

Parent engagement/use of parent portal will be maintained at 70% or higher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 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)

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)

0

Annual Review

SPSA Year Reviewed: 2019-20

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

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

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

Annual Review

SPSA Year Reviewed: 2019-20

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	\$100,148
Total Federal Funds Provided to the School from the LEA for CSI	\$100,148
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$256,997.00

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	\$90,437.00
Title III	\$20,653.00

Subtotal of additional federal funds included for this school: \$111,090.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$145,907.00

Subtotal of state or local funds included for this school: \$145,907.00

Total of federal, state, and/or local funds for this school: \$256,997.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	154,849	8,942.00
Title I	90,463	26.00
Title I Part A: Parent Involvement	2,416	2,416.00
Title III	7,269	-13,384.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	145,907.00
Title I	90,437.00
Title III	20,653.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	141,321.00
2000-2999: Classified Personnel Salaries	54,416.00
4000-4999: Books And Supplies	22,750.00
5000-5999: Services And Other Operating Expenditures	31,195.00
5800: Professional/Consulting Services And Operating Expenditures	7,315.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	76,749.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	27,963.00
4000-4999: Books And Supplies	LCFF - Supplemental	13,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	28,195.00
1000-1999: Certificated Personnel Salaries	Title I	64,572.00
2000-2999: Classified Personnel Salaries	Title I	5,800.00
4000-4999: Books And Supplies	Title I	9,750.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,315.00
2000-2999: Classified Personnel Salaries	Title III	20,653.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	220,882.00
Goal 2	30,715.00
Goal 3	5,400.00
Goal 4	0.00

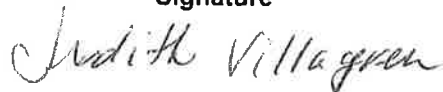
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 28, 2018.

Attested:




Principal, Ron Rammer on 12-10-2020
SSC Chairperson, on 12-10-2020

School Site Council Membership

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

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

Name of Members	Role
Ron Rammer	Principal
Jim Vlcek	Classroom Teacher
Terry Glenn	Classroom Teacher
Jennifer Provost	Classroom Teacher
Jennifer Riley	Parent or Community Member
Lyn Cotton-Smith	Parent or Community Member
Julie Nunez	Parent or Community Member
Kim Walton	Other School Staff

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



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.150 Board Consideration of Approval of GJUESD and California School Employees Association (CSEA) and Its Galt Elementary Chapter #362 Memorandum Of Understanding to Increase Hours for Warehouse Worker and New Job Classification for Food & Nutrition District Clerk
Presenter: Lois Yount	Action Item: XX Information Item:

The District and CSEA have agreed to the following terms and conditions pending Board approval and CSEA ratification:

1. Increase hours for the Warehouse Worker from 4 to 5 hours per day.
2. New job classification: Food & Nutrition District Clerk
 - Duties and responsibilities are outlined in the attached job description.
 - This position will eliminate a vacant District Clerk II.
 - Salary schedule will remain the same as the vacant District Clerk II position.

Fiscal Impact: Approximately \$5,400 to increase hours for the Warehouse Worker

Attachments:

1. Food & Nutrition District Clerk Job Description
2. Memorandum Of Understanding


MEMORANDUM OF UNDERSTANDING (MOU)
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL (DISTRICT)

The following is a Memorandum of Understanding (“MOU”) between the Galt Joint Union Elementary School District (“District”) and the California School Employees Association and its Galt Chapter #362 (“CSEA”). The District and CSEA agree to the following terms and conditions:

- Increase in Hours – Warehouse Worker / Delivery Driver
 - The parties agree the Warehouse Worker / Delivery Driver position shall be increased from 4 hours per day / 12 months a year to 5 hours per day / 12 months a year.

- New Classification – Food & Nutrition / District Clerk
 - The parties agree to a new classification titled “Food & Nutrition / District Clerk”.
 - The duties & responsibilities of the “Food & Nutrition / District Clerk” are outlined in the job description (attachment A). The “Food & Nutrition / District Clerk” shall be placed on Range U of the CSEA salary schedule.
 - The parties agree this position shall eliminate a vacant District Clerk II position.
 - The parties agree this position shall be eligible for the bilingual compensation outlined in the November 2019 Successor Agreement.


- This agreement shall go into effect upon formal ratification by both parties.



Lori Jones, Chapter President
CSEA Chapter #362

12-7-2020

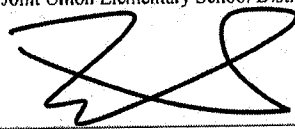
Date



Karen Schauer, Superintendent
Galt Joint Union Elementary School District

12-7-2020

Date



Mauricio Vides, Labor Relations Representative
CSEA

12/7/20

Date

Attachment A

**GALT JOINT UNION ELEMENTARY
SCHOOL DISTRICT**

Food & Nutrition / District Clerk

DESCRIPTION OF BASIC RESPONSIBILITIES

To maintain a working knowledge of all site duties to provide the ability to step in as a substitute Lead, Food Service Worker, or Cashier as needed to due to absences. To perform a variety of operational and programmatic support functions for the District.

SUPERVISOR: Department Director or Designee

WORK SITE: Based out of District Office

TYPICAL DUTIES

1. Steps in as Food Service Lead, Worker, or Cashier on emergency basis when no subs are available. Stepping in to coordinate and monitor food production, record keeping, and staffing when asked to sub.
2. Performs reviews of Meal Claiming system, Menu Production records, Inventory, and Safety Reports when asked to sub as Lead.
3. Verifies deposits of cash receipts and reports of meals served when asked to sub.
4. Performs varied and responsible clerical duties to directly assist department supervisors and directors.
5. Produces correspondence, policies, memos, forms, and other documents from dictation notes, rough drafts or verbal instructions as directed by supervisor.
6. Assists in grant proposal development through research gathering and document preparation for individual department needs.
7. Enters information and maintains District and/or Department databases as needed.
8. Assist in scheduling arrangements and appointments, notifies participants, confirms dates and times and prepares needed materials.
9. Prepares information needed for reports, data and records for supervisor to submit to appropriate agency or governmental office as required.
10. Establishes and maintains a variety of records, logs and filing systems pertaining to department area(s) of responsibility.
11. Attends meetings, workshops and other functions as required.
12. Receives, date stamps, and distributes department mail.
13. Maintains accurate and detailed budget information related to department services as necessary.
14. Assists with employee substitute scheduling both manually and using the automated system, resolving discrepancies and communicating to sites and personnel for department.
15. Contacts vendors to gather quotes, product information and availability, places orders and resolves discrepancies in purchases, deliveries, services, and invoices.
16. Participates in training for department as needed.
17. Prepares updates to District website for individual departments as needed.
18. Prepares and inputs requisitions for purchases into the District financial software system.
19. Other duties similar in scope and function.

EMPLOYMENT STANDARDS

Knowledge of:

- Institutional baking and cooking practices and methods;
- Standard principles of nutrition, sanitation, and safety as it related to institutional food preparation and kitchen operations;
- Safe and proper operation and use of equipment and machines used in large quantity food preparation and serving operations;
- Accommodating students with special dietary needs, be aware of students with food allergies and know proper procedures if needed;
- Principles and practices of training and providing work direction to others;
- Interpersonal skills using tact, patience and courtesy;
- Estimating needs and ordering food supplies;
- Modern office methods, techniques and procedures including filing systems, business correspondence writing and telephone techniques;
- Mathematical skills to prepare a variety of reports and spreadsheets;
- A variety of computer software programs including word processing, data base, spreadsheets and desktop publishing;
- Proper English usage, grammar, punctuation, vocabulary and spelling.

Ability to:

- Understand and follow both oral and written instructions in an independent manner;
- Effectively read, understand, convert, and adjust recipes;
- Prepare, cook and bake a variety of foods in large quantities within establish time constraints and according to nutritional standards;
- Apply proper sanitation and safety requirements associated with food preparation and serving operations;
- Operate food service equipment and machinery in a safe and proper manner;
- Maintain accurate records and prepare routine reports;
- Performs arithmetic calculations accurately;
- Communicate effectively in both oral and written forms;
- Train and provide work direction and guidance to others;
- Meet the physical requirements necessary to safely and effectively perform assigned duties;
- Establish and maintain cooperative and effective working relationships with others;
- Estimate quantities, and order appropriate amounts of food and supplies;
- Interpret, apply and explain policies, procedures, and regulations;
- Work independently with little direction;
- Maintain consistent, punctual and regular attendance;
- Stand for extended periods of times;
- Communicate with staff, students and parents as necessary.

EDUCATION, EXPERIENCE & REQUIREMENTS

- High school diploma or equivalent;
- Clerical support experience;
- Prior job-related clerical experience with increasing levels of responsibility;
- Prior job related to school food service with knowledge of Lead duties;
- Valid California Driver's License and evidence of insurance;
- TB test clearance;
- Criminal Justice fingerprint clearance;
- Valid ServSafe Certification.

PHYSICAL CHARACTERISTICS

1. Moderate physical exertion associated with the ability to lift, carry, push, pull or climb.
2. Capability for sustained physical work; requires strength and endurance associated with heavy physical effort.
3. Physical effort while performing continuous moderate lifting.
4. Reach overhead, above shoulders and horizontally.
5. Bend at the waist, kneel or crouch.
6. Hear and speak to exchange information.
7. Ability to read printed materials.
8. Lifting 50 lbs. maximum or carrying and object weighing up to 25 lbs.

Board Approved on XXXXXXXXXXXX



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.151 California School Employees Association (CSEA) and its GJUESD Chapter No. 362 Initial Proposal for Fiscal Year 2020-21 with GJUESD
Presenter: Lois Yount	Action Item: Information Item: XX

Pursuant to Government Code Section 3547, the California School Employees Association, and its Galt Chapter #362 (CSEA) hereby present its Initial Proposal for the 2020-2021 school year as follows:

Article V: Hours and Overtime

CSEA hereby proposes language which would allow ten-month employees to have the same workdays as certificated personnel.

CSEA hereby proposes language which governs salary implications for hours worked in out of class assignments.

Article XV: Transportation

CSEA hereby proposes language to improve the governance of transportation procedures related to seniority, bidding, field trips, extra assignments, summer assignments, route changes, bus assignments and training.

Article XVII: Professional Growth Program

CSEA hereby proposes language which would provide higher financial incentives to unit members who successfully complete a professional growth program.

Article XVIII: Fringe Benefits

CSEA hereby proposes the District increase the employer contribution to the Health Benefit cap and provide additional flexibility for the selection of individual plans.

Article XIX: Wages

CSEA hereby proposes a fair and equitable increase to bargaining unit salaries and a simplified formula for calculating a bargaining unit members longevity.

Article XXIII: Yard Supervisors

CSEA hereby proposes to change the probationary period for Yard Duty Supervisors to reflect the time limits provided in the Education Code.

Article XXVIII: School Social Workers (New Article)

CSEA proposes to resume negotiations on the inclusion of the School Social Workers into the Collective Bargaining Agreement pursuant to the terms of the October 6, 2020, Memorandum of Understanding.



Board Meeting Agenda Item Information

Meeting Date: 12/14/2020	Agenda Item: 202.152 GJUESD Proposal for Fiscal Year 2020-21 with California School Employees Association (CSEA) and its GJUESD Chapter No. 362 <ul style="list-style-type: none">• Article VII – Employee Performance Evaluations
Presenter: Karen Schauer	Action Item: Information Item: XX

GJUESD proposal for fiscal year 2020-21 with California School Employees Association (CSEA) and its GJUESD Chapter No. 362

Article VII: Employee Performance Evaluations