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

Regular Board Meeting
June 22, 2022
6:00 p.m. Closed Session
7:00 p.m. Open Session

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

To Join Remotely Via Zoom
https://galt-k12-ca.zoom.us/j/82657842891
Or One tap mobile :
US: +16699006833,,82657842891# or
+13462487799,,82657842891#
Webinar ID: 826 5784 2891
Or Telephone:
408-638-0968

AGENDA

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

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

Board of Education Meetings are recorded.

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

B. **Announce items to be discussed in Closed Session, Adjourn to Closed Session**
   1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
      Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Nicole Lorenz
      - Employee Agency: (GEFA) Galt Elementary Faculty Association
      - Employee Agency: (CSEA) California School Employee Association
      - Non-Represented Employees

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

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

D. Board Meeting Protocol

E. Reports
<u>Superintendent</u>
1. Office of Public School Construction (OPSC) Application Update
2. Facilities Update
3. School Safety Procedures and Updates

<u>LCAP GOAL 1</u>
Engaging learners in PreK-8 through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments.
1. Spring District Assessment Data
    - District Reading Assessment (DRA)
    - Preschool Assessment
    - Measures of Academic Progress (MAP)
2. CA School Dashboard Local Performance Indicators 2021-22

<u>LCAP GOAL 2</u>
Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments

F. Routine Matters/New Business
212.318 Consent Calendar
    a. Approval of the Agenda   MOTION

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

    b. Minutes
- May 25, 2022 Regular Board Meeting
- June 15, 2022 Special Board Meeting

    c. Payment of Warrants
- Vendor Warrant Numbers: 223550254-22350271; 22350955-22351048; 22352307-22352342; 22353343-22353386; 22354860-22354953
- Certificated/Classified Payrolls Dated: 5/20/22, 5/31/22, 6/10/22

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

e.   Donations

f.   Terracon Consultants, Inc. Proposal No. PNA22171 for Materials Testing & Special Inspection Services

g.   Disposal of GJUESD Class 3 Records related to Business, Payroll, Human Resources, Accounts Receivable, Food & Nutrition Services, Special Education, Business

212.319	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
212.320	Board Consideration of Approval of 2022-23 Single Plan for Student Achievement for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary, and Robert L. McCaffrey Middle School	MOTION
212.321	Board Consideration of Approval of GJUESD 2022-23 Local Control Accountability Plan (LCAP)	MOTION
212.322	Board Consideration of Approval of GJUESD 2022-23 Budget	MOTION
212.323	Board Consideration of Approval of Resolution No. 17; Resolution of The Governing Board to Commit Fund Balance for 2022-23	MOTION
212.324	Board Consideration of Approval of 2022-23 Education Protection Act Use of Funds	MOTION
212.325	Board Consideration of Approval of Proposal for Architectural Design Services for New GJUESD Prefab Shop Building at Maintenance Yard	MOTION
212.326	Board Consideration of Approval of 2022-23 Expulsion Panel	MOTION
212.327	Board Consideration of Approval of GJUESD Board (BP), Administrative Regulations (AR) and Board Bylaw (BB):	MOTION

Business Services:
 – **BP/AR 3230** Federal Grant Funds
 – **BP/AR 4141.6/4241.6** Concerted Action/Work Stoppage
Educational Services:
 – **BP/AR 5111** Admission
 – **BP/AR/E 6173** Education for Homeless Children
Curriculum:
 – **BP/AR 6143** Courses of Study
Superintendent:
 – **BP 4030** Non-discrimination in Employment
 – **BB 9322** Agenda/Meeting Materials

212.328	Board Consideration of Approval of Declaration of Need for Fully Qualified Educators for 2022-23	MOTION
	Board Consideration of Approval of Memorandum Of Understanding (MOU)	
212.329	Between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Salary Range Increase for Bilingual Instructional Assistants and Special Education Instructional Assistants	MOTION
212.330	Board Consideration of Approval of Memorandum Of Understanding (MOU) Between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Article XIII Layoff and Reemployment	MOTION
212.331	Board Consideration of Approval of Memorandum Of Understanding (MOU) Between the California School Employees Association and its Galt Chapter #362 and the GJUESD Regarding Creation of Transportation Department Clerk Position	MOTION
212.332	Board Consideration of Approval of Resolution No. 18; Resolution to Reduce or Eliminate Classified Staff Due to Lack of Work/Lack of Funds	MOTION

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

H. Pending Agenda Items
1. School District Properties

I. Adjournment

The next regular meeting of the GJUESD Board of Education: August 17, 2022

Board agenda materials are available for review 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.

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

Board Meeting Agenda Item Information

Meeting Date:	June 22, 2022	**Agenda Item:** Closed Session	
Presenter:	Lois Yount	**Action Item:** **Information Item:** XX	

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
   Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Nicole Lorenz
   - Employee Agency: (GEFA) Galt Elementary Faculty Association
   - Employee Agency: (CSEA) California School Employee Association
   - Non-Represented Employees

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

Galt Joint Union Elementary School District
BOARD MEETING PROTOCOL

SESSION INTRODUCTION

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

PUBLIC COMMENT

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

Email Public Comment

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

BOARD VOTE AND CONNECTIVITY

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

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

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	**Agenda Item: Reports**
Presenter: Lois Yount	**Action Item:** **Information Item:** XX

SUPERINTENDENT
1. Office of Public School Construction (OPSC) Application Update
2. Facilities Update
3. School Safety Procedures and Updates

LCAP GOAL 1

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

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

2. CA School Dashboard Local Performance Indicator 2021-22

LCAP GOAL 2

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

SUPERINTENDENT REPORTS

1. **Office of Public School Construction (OPSC) Application Update**

2. **Facilities Update**
   Summer:
   - Install sinks and cabinets in classrooms at Greer Elementary
   - Exterior painting at Fairsite Elementary and Early Learning Center
   - Install shade structure and bleachers at McCaffrey Middle School track
   - Replacing kitchen flooring at McCaffrey Middle School
   - Replacing multi-purpose flooring at Marengo Ranch
   - Updating security gates at all school sites
   - Replacing carpet in multiple classrooms across the District
   - Upgrades to HVAC systems across the District
   - Replacing refrigerator and freezer condenser at Greer Elementary
   - Repair and replace downspouts at McCaffrey Middle School
   - Re-slurry parking lot asphalt at River Oaks Elementary
   - Replace intercom, clock, and bell system at River Oaks Elementary
   - Repair sprinkler irrigation systems across the District
   - Re sod lawn at Fairsite Elementary and Early Learning Center

   Future Facility Projects:
   - Maintenance Shop
   - Removing portables and building new classroom building at Valley Oaks
   - Removing two portables at Greer Elementary

3. **School Safety Procedures and Updates**
   The District regularly communicates safety procedures with the Galt Police Department (GPD). At least once a year, GPD observes lockdown drills at each of our school sites to provide feedback. In addition, the District and school site administrators meet with GPD staff to review and update any new safety procedures.

   We are in the process of scheduling a meeting this summer with City Manager, Lorenzo Hines, and Police Chief Brian Kalinowski. The purpose of this meeting is to discuss support and roles of the School Resource Officer and any additional safety measures the District should consider before the 2022-23 school year.

   At the beginning of each school year, school administrators review site safety procedures with all staff. These procedures are updated and reviewed as needed throughout the school year.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
State School Facility Program Update – June 15, 2022

Proposition 51   *(Kindergarten through Community College Public Education Facilities Bond Act)*
On November 8, 2016, Proposition 51 was approved by the voters of California. At the time of approval, the Office of Public School Construction (OPSC) had a backlog of applications to be processed. Projects received after November 1, 2012 and approved by the California Department of Education (CDE) and Division of the State Architect (DSA), were placed on the **'Workload List'** in order of the date received. The OPSC continued to accept applications up to the bond authority approved by the voters under Prop. 51. The OPSC continues to process applications on the 'Workload List'.

The statewide general obligation bonds authorized under Proposition 51 have been exhausted. All New Construction applications received by the OPSC after September 12, 2018, and all Modernization applications received after February 28, 2019, are subject to certain regulations and processing procedures.

Under these procedures, applications continue to be accepted by the OPSC and undergo an "intake review" to verify that all required documents have been submitted. Application packages that include all required documentation are placed on the list called '***Acknowledged Applications Received Past Existing Authority'*** and presented to the SAB for acknowledgement but are not formally processed nor approved.

The OPSC *will not* process applications until there are funds available for the Program.   At this point, all school districts are in a holding pattern until a future statewide bond measure is placed on the ballot and approved by the voters. The next potential statewide bond measure could be placed in front of the voters of California in 2022.

Proposed Bond Bills
On December 7, 2020, two school facilities bond bills were introduced: AB 75 (O'Donnell) the Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022, and SB 22 (Glazer) the Public Preschool, K12, and College Health and Safety Bond Act of 2022. AB 75 begins as a K-12 bond bill that does not appear to make major changes to the State School Facilities Program.   SB 22 begins as a pre-K through university bill, whose K-12 provisions mirror those that were in the final version of AB 48/Proposition 13, which was rejected by the voters in March 2020.

AB 75 remains in the Senate Committee on Education and is not scheduled for a hearing. SB 22 is in the Assembly Committee on Education and has not been set for a hearing. June 30, 2022, is the last day for a legislative measure to qualify for the November 8 General Election ballot. That is the date by which a bond bill would need to be signed by the Governor.

Governor's 2022/23 State Budget

On May 13th, 2022, Governor Newsom released the May Revision of his State Budget proposal. The Governor cautioned that the state's historic surplus is well outside of historic trends and therefore he proposes that most of it be spent on one-time programs and services. School facilities were mentioned as one of the types of infrastructure investments. The May Revision proposes a total of $3.9 billion from the State General Fund for school facilities construction and modernization.

Galt Joint Union Elementary School District

Five (5) applications have been filed under the State School Facility Program. The District has received one Apportionment, one application has received an "Unfunded Approval", one application is on the "SAB Workload List" and two applications are on the "SAB Acknowledged List". Summarized below is the status of the application and the estimated State share for the project.

SCHOOL NAME	PROGRAM	DATE APPLICATION FILED	ESTIMATED STATE SHARE
SAB Apportionment			
Marengo Ranch Elementary School	Facility Hardship	9/30/2019	$2,103,477
Sub-Total			**$2,103,477**
SAB Unfunded Approval			
Valley Oaks Elementary School	Modernization	11/13/2018	$3,975,579
Sub-Total			**$3,975,579**
SAB Workload List			
River Oaks Elementary School	Modernization	1/15/2019	$878,806
Sub-Total			**$878,806**
SAB Acknowledged List			
Vernon E. Greer Elementary School	Modernization	7/22/2019	$2,249,078
River Oaks Elementary School (2022)	Modernization	5/26/2022	$1,503,956
Sub-Total			**$3,753,034**
TOTAL			**$10,710,896**

LCAP GOAL 1

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

1. **Spring District Assessment Data**
   Claudia Del Toro-Anguinao, Curriculum Director

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

2. **CA School Dashboard Local Performance Indicators 2021-22**
   Claudia Del Toro-Anguinao, Curriculum Director and Donna Mayo-Whitlock, Educational Services Director

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

   GJUESD reports the following overall performance levels for each of the local indicators:
   Priority 1: Basic Conditions - Appropriately Assigned Teachers,   Ranking of Met
   Access to Curriculum-Aligned Instructional Materials, and Safe,
   Clean and Functional School Facilities
   Priority 2: Implementation of State Academic Standards   Ranking of Met
   Priority 3: Family Engagement   Ranking of Met
   Priority 6: School Climate   Ranking of Met
   Priority 7: Access to a Broad Course of Study   Ranking of Met

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

Board Meeting
June 2022

District Reading Assessments (DRA) End of the Year Results, June 2022

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

<u>LCAP, Goal 1:</u> **DRA results to increase by 10% each year**

The tables below indicate 2021-22 growth as well as the new baseline and new target goal for students in Grades Tk-3 who met/exceeded all end of the trimester reading benchmarks:

DRA by School	Fall 2021	Winter 2022 Baseline	Spring 2022	Fall-Spring Growth	Fall 2022	Winter 2023 Target	Spring 2023
District	**44%**	**55%**	**54%**	**+10**		**65%**	
Marengo	55%	56%	62%	+7		66%	
River Oaks	38%	54%	56%	+18		64%	
Valley Oaks	40%	48%	59%	+19		58%	
Lake Canyon	47%	51%	50%	+3		61%	
Greer	38%	42%	48%	+10		52%	

DRA by Grade Level	Fall 2021	Winter 2022 Baseline	Spring 2022	Fall-Spring Growth	Fall 2022	Winter 2023 Target	Spring 2023
District	**45%**	**50%**	**56%**	**+11**		**60%**	
TK/K	37%	52%	61%	+24		62%	
1st	49%	48%	53%	+4		58%	
Second	48%	45%	53%	+5		55%	
Third	42%	58%	58%	+16		68%	

Preschool

All Pre-Kindergarten benchmarks have been realigned with kindergarten readiness skills. The table below indicates the percent of PK students who met all of the end of the year targets.

District Expectation: **PK results to increase by 10% each year**

Fairsite	Spring 2022 Baseline	Spring 2023 Target
All Students	55%	65%
Dual Language Learners	51%	51%

Measures of Academic Progress (MAP) End of the Year Results, June 2022

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

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

The table below indicate 2021-22 growth as well as the new baseline and new target goal for students in Grades 1-2 who met/exceeded the target percentile (60th):

MAP by Subject Area	Fall 2021	Winter 2022 Baseline	Spring 2022	Fall-Spring Growth	Fall 2022	Winter 2023 Target	Spring 2023
Reading 1st	33%	34%	41%	+8		39%	
Math 1st	33%	25%	38%	+5		30%	
Reading 2nd	39%	42%	41%	+2		47%	
Math 2nd	39%	40%	44%	+5		45%	

Local Performance Indicator Self-Reflection

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

Introduction

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

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

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	3

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

The optional reflection tool (Option 2) was completed for LCFF priority area 2

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

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

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

Parent and Family Engagement (LCFF Priority 3)

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

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

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

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

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

Building Relationships

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

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

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

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

Indicators on the CalSCHLS survey identified the following areas of strength:
- School staff treat parents with respect. 88%
- School promptly responds to my phone calls, messages, or e-mails. 88%
- Teachers communicate with parents about what students are expected to learn in class. 80%
- School staff take parent concerns seriously. 80%

Indicators on the CalSCHLS survey identified the following areas of improvement needed:
- Parents feel welcome to participate at this school. 72%
- Providing information on your expected role at your child's school. 73%

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

Building Partnerships for Student Outcomes

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

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

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

Current strengths district-wide in the area of Building Partnerships for Student Outcomes include:
- Strengths-Based virtual Parenting classes.
- ParentVUE in the District's student information system for parents to have daily access to student progress.
- Technology trainings and live tech support for students and parents.
- Online learning resources for learning at home and school.
- Parent Advisory Committees at the site and district levels (ELAC/DELAC, DAC, Migrant PAC, Special Education PAC, Preschool Advisory).
- The examination of state and local data are presented at the site and district stakeholder meetings.
- Bilingual Community Outreach Assistant on staff to strengthen services for our migrant families

Indicators on the CalSCHLS survey identified the following areas of strength:
- School encourages me to be an active partner with the school in educating my child. 83%
- School staff take parent concerns seriously. 80%
- Letting you know how your child is doing in school between report cards. 85%
- School keeps me well-informed about school activities. 85%

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

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

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

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

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

Current strengths in the area of Seeking Input for Decision Making include:
- Numerous Stakeholder Feedback sessions annually provide direction and feedback for the district to incorporate into the LCAP; sessions are presented in English and Spanish.
- Numerous parent advisory groups include: District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Listening Circles, School Site Council (SSC), English Learner Advisory Committee.
(ELAC), Special Education Parent Advisory Committee(PAC). Parents actively play a role in the decision-making process at the site and district levels. The groups include information shared in English and Spanish.
- Principals and teachers attend the District Advisory Committee meetings with parent representatives from each site.
- LCAP progress updates and the examination of state and local data are included in quarterly District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings.
- The annual CalSCHLS survey is conducted with families to provide feedback in the following areas: Parent engagement, Communication, Facilities and School Safety.
- Principals actively work alongside their Parent Clubs at each site to plan, design and implement a wide variety of family engagement activities.

Indicators on the CalSCHLS survey identified the following areas of strength:
- School encourages me to be an active partner with the school in educating my child. 85%

Indicators on the CalSCHLS survey identified the following areas of improvement needed:
- School actively seeks the input of parents before making important decisions. 69%

The focus area for the District to improve is to continue encouraging school district administration to engage more families to provide input on policies and site decision-making processes. Increasing the number of families that

participate in the English Learner Advisory Committees at schools will provide parents a greater voice. Increasing the informal parent- principal meetings or special school-wide events will also keep parents better informed and more able to participate in the decision making process. Articulation of Academic Parent Teacher Teams (APTT) strategies beyond PreKindergarten can strengthen this focus area.

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The California Healthy Kids Survey (CHKS) was administered annually over the last three years to 5th-8th grade students. In 2022, 869 students completed the CHKS.The survey results are providing us with great insight into areas of strength and areas that we need to strengthen.

Based on the patterns of engagement from distance learning during the spring 2020-21 school closure we learned that many low-income students, foster or homeless youth and English learners were less likely to participate daily in the live virtual learning sessions and access the other online learning programs. Lack of participation and engagement will lead to significant learning loss for high needs groups of students. Barriers to participation and engagement included lack of connectivity, technology issues, parent/caregiver support and unfamiliarity with navigating the learning management platform. The shift to full-time online learning in the wake of the coronavirus pandemic also brought social emotional change and challenges for all of the district's 3,350+ students.

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

Overall, elementary students average percentages were higher than middle school average percentages. Areas of relative strengths included:
- High expectations of adults in school- elementary 84%, middle 73%
- Caring adult relationships- elementary 68%, middle 56%
- Parent involvement in schooling- elementary 74%, middle n/a
- Feel safe at school- elementary 60%, middle 71%

Some areas of concern that are being addressed through LCAP actions and services:
- 29% of 7th and 39% of 8th grade students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only 25% of middle school students reported "meaningful participation" pretty much or very much true.
- 21% of 5th & 6th graders reported "frequent sadness" and Approximately 39% of elementary students reported having "Meaningful Participation" pretty much or very much true.

Informing LCAP Development:

CalSCHLS Survey results, feedback from multiple stakeholder groups and the recent district assessment data have contributed greatly in the development of the 21-22 through 23-24 LCAP. This ongoing analysis and reflection of successes and challenges shaped the two broad goals proposed in the new LCAP:
- Engaging learners in PreK-8 through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments.
- Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of learning environments.

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

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

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

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

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

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

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

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

#1 Galt Joint Union Elementary School District (GJUESD) tracks progress in meeting Priority 7 standards by undertaking a review of course offerings and class schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Synergy reports can then demonstrate access and participation in a broad course of studies for each of our schools. The district uses enrollment reports to identify areas of disproportionality in course access in the area of mathematics. The extent to which Foster/Homeless students have access needs further investigation.

#2 For the 2021 - 2022 year, 100% of GJUESD students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i). All GJUESD students in grades 1 – 8 were enrolled in a broad course of studies. All elementary schools offered access in the areas identified as a broad course of studies for grades 1-8. Elementary students had access to additional courses, such as visual and performing arts as well as all secondary students (grades 7 -8) had access to a broad course of studies within their school offerings which included AVID, choir, band, piano lab, technology and after school plays.

3 GJUESD continues to provide music exploration for all K-6 students. However, students who participate in band or choir often miss part of the core instruction due to the program taking place during school hours and limits to that site schedules allow. Students not yet at performing at grade-level are not always provided with such access. Over time, GJUESD has increased the number of options students have in selecting specific courses that meet the broad

course of studies parameters while continuing to find courses to better prepare middle school students to meet all high school requirements.

#4 Middle school students, grades 7 -8, have access to limited career and technical education activities mostly due to the limits that credential requirements place on secondary offerings. Further exploration in this area is needed. As GJUESD continues to assess a broad course of study for all students, additional collaboration is planned with the Galt Joint Union High School District to address common interests and needs to identify mutual resources available to both districts.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within					

Coordinating Instruction	1	2	3	4	5
the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	**Agenda Item: 212.318** Board Consideration of Approval of Consent Calendar
Presenter: Lois Yount	**Action Item:** XX **Information Item:**

a. Approval of the Agenda

b. Minutes
 - May 25, 2022 Regular Board Meeting
 - June 15, 2022 Special Board Meeting

c. Payment of Warrants
 - Vendor Warrant Numbers: 223550254-22350271; 22350955-22351048; 22352307-22352342; 22353343-22353386; 22354860-22354953
 - Certificated/Classified Payrolls Dated: 5/20/22, 5/31/22, 6/10/22

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

e. Donations

f. Terracon Consultants, Inc. Proposal No. PNA22171 for Materials Testing & Special Inspection Services

g. Disposal of GJUESD Class 3 Records related to Business, Payroll, Human Resources, Accounts Receivable, Food & Nutrition Services, Special Education, Business

Galt Joint Union Elementary School District
Board of Education Minutes

Regular Board Meeting
May 25, 2022

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

Remote Via Zoom
Webinar ID: 893 6709 7463

Board Members Present

Thomas Silva
Grace Malson
Traci Skinner
Wesley Cagle
Casey Raboy

Lois Yount
Nicole Lorenz
Kuljeet Nijjar
Jennifer Porter
Donna Gill

Administrators Present

Claudia Del Toro-Anguiano
Donna Mayo-Whitlock
Ron Rammer
Stephanie Simonich
Judi Hayes

A. **6:00 pm – Closed Session Location:** Galt City Hall Conference Room
    Present for the closed session: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano,
    Donna Mayo-Whitlock, Thomas Silva, Grace Malson, Traci Skinner, Wesley Cagle, Casey
    Raboy

B. **Closed Session called to order at** 6:05 pm by Thomas Silva to discuss the following
    items:

    1. STUDENT MATTER, Education Code §48918
        ▪ Stipulated Expulsion No. 21/22-05

    2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
        Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock,
        Nicole Lorenz
        ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association
        ▪ Employee Agency: (CSEA) California School Employee Association
        ▪ Non-Represented Employees

C. **Closed Session Adjourned at** 7:06 pm. The open meeting was called to order at 7:11 pm, followed by
    the flag salute. Thomas Silva announced no action was taken in closed session.

    At this time, Lois Yount, Superintendent, acknowledged the shooting tragedy at an elementary school
    in Ulvade, Texas. She recognized district staff efforts during this time.

D. Lois Yount shared the **Board Meeting Protocol.**

E. **Recognition**

1. The Board recognized Haley Smith, McCaffrey Middle School 8th grade student, for receiving the SEVA Educational Video Award of Merit. Haley submitted five educational videos to the annual SEVA Educational Video Contest, and three of her videos made it to the finalist level.

   Haley Smith addressed the Board. She said she strives to make videos to win and make her school proud. Her other finalist videos were "How to Make a Fishtail Rainbow Loom Bracelet" and "Physical Importance." She said the films were fun and that she had created other videos, including a competition video for the Galt Teen Center and a personal video about her brother and his athletic success.

2. The Board recognized Ron Rammer, Principal, Robert L. McCaffrey Middle School. Lois Yount said Mr. Rammer had been a middle school administrator in the District for 30 years, and he has been at McCaffrey since 2003, when he opened that school, a huge accomplishment. Ms. Yount said Mr. Rammer loves the staff and middle school-age children. He nurtures and supports them. Mr. Rammer served as an assistant principal at Greer when it was a middle school and a principal at Marengo Ranch Elementary. He has had an amazing career, and I want to thank Ron for his support and leadership when she served as a principal. Ms. Yount wished him the best in his retirement.

3. The Board recognized Donna Gill, Principal, River Oaks Elementary School. Ms. Yount said Donna Gill has been with the District for 15 years and has been an assistant principal at River Oaks and Robert L. McCaffrey. She has also been a special education teacher. Ms. Yount said she had the privilege of working with Mrs. Gill when she served as an assistant principal at River Oaks while she was principal. Ms. Yount said she was honored when Ms. Gill became principal.

   The Board thanked Mr. Rammer and Mrs. Gill on behalf of staff and parents for their many years of dedicated service.

F. **Communication**
   1. Lois Yount shared a communication from the Sacramento County Office of Education (SCOE): 2021-2022 Second Period Interim Report. She stated the District received a positive certification with comments, including that the District is projecting a decrease of 462 ADA in 2021-2022, an increase of 309 ADA in 2022-2023, and a decrease of 97 ADA 2023-2024. She noted the decrease of 462 ADA in 2021-2022 is attributed to the COVID pandemic.

G. **Reports**
   <u>Superintendent</u>
   1. 2022-23 Enrollment Update

      Lois Yount reported transitional kindergarten and kindergarten current enrollment is 382. For 2022-2023 the District has received 292 completed registration packets.

      That is average for this time of year. She noted the District had reduced the number of kindergarten classes at Marengo Ranch elementary school from three to two.

   2. Local Control Accountability Plan (LCAP) Update

Lois Yount reported the District is actively updating the LCAP as the District approaches the second year of a three-year LCAP cycle. Some of the actions and services have been refined as feedback is received from various stakeholders.

The next steps include posting the LCAP for feedback by June 3, 2022, and bringing it to a special Board meeting on June 15 for a public hearing along with the budget.

LCAP GOAL 1
Ms. Yount provided a summary of actions and services for Goal 1. She indicated an Expanded Learning summer program this summer at Valley Oaks and an after-school program starting in the fall at every school site. She highlighted LCAP Action No. 15; Professional Learning will guide staff work with content standards, English language acquisition, student engagement, and equitable classroom practices. Outside consultants from CORE Learning, Eureka, and College Preparatory Mathematics will be used. Through a partnership with SCOE and Yale University, school-based teams will receive coaching and participate in a systemic approach to implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students. Outside consultants will also be used to strengthen administrative leadership capacities. District and site administration will work within a leadership framework designed to build relationships and actions to increase student and staff learning and well-being.

Ms. Yount added some professional learning activities for the next school year with CORE to refine reading and literacy in Benchmark and SIPPS. Additionally, the Board took action to support professional learning for our administrative team through a contract with Al Rogers, Leadership Partners.

Ms. Yount stated Action No. 16 indicates the District will continue the Home Learning Academy next year, although it is not required. Currently, 20 students are enrolled.

LCAP GOAL 2
Donna Whitlock, Educational Services Director, summarized chronic absenteeism and suspension rates. She said, besides quarantining, there are many different reasons students don't come to school, such as engagement, mental health, social-emotional, and safety. She indicated the chronic absenteeism rate was quite high this year comparatively. Chronic absenteeism is when a student is absent 10% of the days in a school year. Ms. Whitlock reported the suspension rate is at 2% of the student population. She indicated these are the two indicators of the social-emotional health of students.

Grace Malson, Board Member, asked if absenteeism could be because students are sick with a cold and then ill with COVID. Is there a pattern to why kids are absent?

Ms. Whitlock spoke to the students taken to the School Attendance Review Board (SARB). She said these students had had quite a few quarantine days, but they have

another 25 or 30 days of unexcused absences on top of the quarantine. She stated that even excused absences count towards chronic absenteeism.

Lois Yount highlighted the District's Multi-Tiered Systems of Support (MTSS). She said a Teacher On Special Assignment (TOSA) would provide additional support for site MTSS teams and standardize district practices. Additionally, the District recently purchased a software program to maintain all the documents related to MTSS referrals and 504 plans.

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

1. 2022 May Revision Budget

    Nicole Lorenz, Chief Business Officer, reported on significant themes of the Governor's budget. She indicated the Governor's focus was to provide relief from rising inflation, ensure public safety, address homelessness, transform public education, and combat climate change.

    Educational Highlights of the May Revision:
    - **Prop 98 Guarantee for 2022-23** – Projected to be $110.3 billion, about $8.3 billion above estimates in January and roughly $16.6 billion above the Prop 98 Guarantee in the 2021 Budget Act
    - **COLA** - 6.56%, compared to 5.33% estimated in January
    - **LCFF Base increase above COLA** - Proposes an additional $2.1 billion beyond the 6.56% COLA
    - **Current-year ADA protections** - Proposes to allow classroom-based LEAs to be funded at the greater of their current year ADA or their current year enrollment adjusted for pre-COVID-19 absence rates
    - **Declining Enrollment** - Retains three-year rolling average proposal from January to address declining enrollment
    - **Discretionary Block Grant** - Proposes $8 billion one-time funding for a discretionary block grant to LEAs distributed on a per-pupil basis (depending on adjustments, it should be about $1,360 per ADA)
    - **Expanded Learning** - Proposes an additional $403 million for the Expanded Learning Opportunities Program (brings total proposed ongoing program funding for ELOP to $4.8 billion)
    - **Universal Transitional Kindergarten (TK)** - Reduces Prop 98 re-bench for TK expansion from January by about $25 million to $614 million in May Revision, and no proposal related to impact of TK expansion on basic aid school districts
    - **Universal Meals** - Proposes an additional $611.8 million in ongoing funding to augment the state meal reimbursement rate
    - **Facilities** - Proposes using a one-time General Fund to support School Facility Program projects, including $2.2 billion in 2021-22, $1.2 billion in 2023-24, and $625 million in 2024-25. It also proposes approximately $1.8 billion in one-time Prop 98 funding for schools to address outstanding

school facility maintenance issues, with no school district receiving less than $100,000 (protecting small districts)

- **STRS and PERS** - No direct proposal to address increasing employer contribution rates, although Governor mentions these costs when discussing LCFF base increase and discretionary block grant

Thomas Silva, Board President, asked what increased costs is the District absorbing over the last couple of years?

Ms. Lorenz responded that lumber, gas and diesel, vehicle maintenance, utilities, and food and nutrition costs have increased. Additionally, the District is buying more custodial supplies due to COVID-19, costing more. She said with 8% inflation, the COLA of 6.56% doesn't cover cost increases.

Ms. Lorenz said if the Governor's budget is approved, the District will receive an additional $870,700. This increased funding is expected to be ongoing.

She indicated this would allow the District to hire more staff for the new Expanded Learning Program.

Lois Yount stated that the Expanded Learning Opportunities Program funding would allow the District to hire more classified and possibly credentialed staff.

Grace Malson asked if it is possible to offer extended learning in the morning before school to relieve congestion in dropping kids off?

Ms. Yount said it would depend on the District's ability to hire staff to cover the morning. She indicated it is something to consider.

Ms. Yount stated facilities funding could be used to add portables, especially at Lake Canyon Elementary, where it is needed most.

2. 2021-22 Fairsite State Preschool Program Self-Evaluation

Donna Whitlock, Educational Services Director, reported that Fairsite State Preschool Program self-evaluation is reported annually to certify that an annual plan has been developed and implemented.

Kuljeet Nijjar, Early Childhood Education/Special Education Administrator, addressed the Board. She indicated the self-evaluation informs how the program can be improved. At the beginning of the school year, she meets with staff to review components and the assessment tools that will be utilized as a part of the review process.

Ms. Nijjar shared the Fairsite Mission Statement. She said the Fairsite Preschool and School Readiness Center prepares students and families to be Kindergarten-ready. It focuses on academics, language, social, emotional, and physical readiness.

Ms. Nijjar reported the Fairsite Preschool is funded through various "braided" funding sources from California State Preschool Program, Migrant Education, JBMF, Raising quality Together, and Supplemental/Concentration funds. She shared staffing and student numbers.

Ms. Nijjar said the self-evaluation process is viewed through the lens of a continuous improvement cycle and part of the data sets that we look at are the Desired Results for Developmental Profile, environmental rating scales, preschool parent survey, and trimester benchmark assessments.

Ms. Nijjar shared celebrations and areas for growth. Celebrations include improved language and literacy, math, and phonological awareness. We've identified that we need to continue to strengthen social-emotional development, and some furniture, toys, and space are needed within the context of our classrooms. Those are two areas to focus on next year.

Ms. Nijjar said over the last two years, Fairsite has partnered with an organization called BGLAD to provide teacher training around guided language acquisition design to develop oral language skills. Last year, early literacy work with Gail Bruce targeted phonological awareness.

Areas for growth include students' social-emotional development at the lower end of development and space and furniture on the lower end of the scale. The Second Step curriculum is being implemented district-wide to address social-emotional development. Staff is also participating in RULER training.

LCAP GOAL 2
Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments
1. CalSCHLS Survey Results

Lois Yount reported administering the Healthy Kids Surveys is a requirement for districts and is part of the LCAP process to get feedback from stakeholders. She indicated that almost double the number of fifth and sixth graders took the survey this year, fewer seventh and eighth-graders, and fewer staff and parents. The District will ask staff to take the survey on contract time to increase staff participation next year.

Ms. Yount highlighted District Strengths based on the student, staff, and parent survey data.

5th-6th Grade	7th-8th Grade
1. Academic motivation 2. High expectations- adults in school 3. Facilities upkeep 4. Parent involvement in schooling 5. Social and emotional learning supports 6. Anti-bullying climate 7. Feel safe at school	1. High expectations-adults in school 2. Clarity of rules 3. Growth mindset 4. Goal setting

8. Rule clarity 9. Students treated with respect	

District Strengths Based on the Staff Survey Data	District Strengths Based on the Parent Survey Data (Goal is 50%)

This school...
 	
– has high expectations for students
– has caring adult relationships
– has a positive student learning environment
– has adequate counseling and support services
– is a safe place for students and staff
– provides opportunities for physical education
– fosters youth development, resilience, or asset promotion
	This school...
	
	– It is a safe place for my child.
	  o Elementary: 40%
	  o Middle: 23%
	– Has adults who really care about students
	  o Elementary: 40%
	  o Middle: 21%
	– Communicates with parents about school.
	  o Elementary: 48%
	  o Middle: 27%
	– Treats all students with respect.
	  o Elementary: 40%
	  o Middle: 28%

Ms. Yount stated that areas for improvement indicate half of the eighth-graders say school is boring. However, 45% of seventh, 56% of fifth, and 48% of sixth graders responded that academic motivation is really high and that caring adults in school are very high.

Donna Gill, Principal, addressed the Board. She said those specific grade levels returning to school after COVID-19 were masked until very late in the year. Many of the cooperative learning activities couldn't occur in the classroom because students were sitting away from each other, and they weren't sharing materials in science experiments or robotics, etc. That may be reflected in the scores.

Stephanie Simonich, Principal, addressed the Board. She indicated it is only in the last couple of months that schools were able to bring a lot of the things kids consider fun back to school, such as field trips or presenters on campus.

Grace Malson asked what the difference may be in the results of students having an adult who really cares about them between elementary and middle school.

Ron Rammer responded that elementary students have one teacher versus six different teachers. He indicated they appear to be making great connections, but they're only with each teacher for 52 minutes daily. Mr. Rammer said when he and Ms. Laurie came back from their Washington D.C. trip, students, Ms. Laurie's students expressed happiness when they saw her.

Grace Malson said the pandemic has been hard on students. She hears from high schoolers that teachers just don't care.

Ron Rammer spoke about the effect of face mask use. He indicated that 40% of students still wear masks because they like them. He suggested there may be something about not being able to connect to a student's face. He said he used to know all his students by their names, but now it is hard to identify them when using facemasks.

Grace Malson indicated it is like the new trend.

Claudia Del Toro-Anguiano, Curriculum Director, said it might take time to find solutions after masking children all day for a significant time.

H. Routine Matters/New Business

212.308 Wesley Cagle made a motion to approve the Consent Calendar, seconded to Casey Raboy, and unanimously carried.

a. Approval of the Agenda   MOTION

b. Minutes
  - April 27, 2022 Regular Board Meeting
  - May 10, 2022 Special Board Meeting

c. Payment of Warrants
  - Vendor Warrant Numbers: 22345349-22345388; 22346844-22346931; 22348263-22348354; 22349649-22349714
  - Certificated/Classified Payrolls Dated: 3/18/22, 4/29/22, 5/10/22

d. Personnel

Resignations/Retirees			
Name	**Position**	**Effective Date**	**Site**
Brown, Cassidy	Instructional Assistant	5/27/22	Lake Canyon
Garcia, Nicole	Teacher	6/9/22	Lake Canyon
Geach, Sienna	Instructional Assistant, Special Education	6/9/22	Vernon E. Greer
Gray, Shelby	Yard Supervisor	6/9/22	McCaffrey Middle
McFadyen, Meghan	Teacher	6/9/22	Lake Canyon
Molina, Daniel	Teacher	6/9/22	Marengo Ranch
Populis, Lily	Teacher	6/9/22	Marengo Ranch
Purcell, Jillian	Yard Supervisor	6/9/22	Valley Oaks
Robles-Estrada, Laura	Home Visitor	5/20/22	Fairsite
Sandoval Herrera, Andrea	Instructional Assistant, Bilingual	5/6/22	Fairsite
Stanley, Brenda (Retiring 17 Years)	Yard Supervisor	6/9/22	Marengo Ranch
Stetson, Sallie	Teacher	6/9/22	Lake Canyon

Leave of Absence Requests			
Name	**Position**	**Effective Date**	**Site**
Cruz, Susy	Instructional Assistant	4/25/22	Valley Oaks
Enriquez, Alicia	Instructional Assistant, Bilingual	5/10/22	Valley Oaks
Lopez, Ramona	Instructional Assistant, Special Education	4/25/22	Fairsite
Odell, Yvette	Secretary	5/6/22	Fairsite

New Hires/Status Change		
Name	**Position**	**Site**
Adame, Amanda	Yard Supervisor	Vernon E. Greer
Castillo, Carlos	Principal	McCaffrey Middle
Flores, Kathryn	Food & Nutrition District Clerk	District Office
Gray, Shelby	Yard Supervisor	McCaffrey Middle
Maldonado, Julie	Yard Supervisor	Vernon E. Greer
Powers, Elliot	Short Term Instructional Assistant, Special Education	Valley Oaks
Ramirez, Cynthia	Classified Substitute	N/A
Segovia, Nicole	Certificated Substitute	N/A

    e.   Donations

    f.   GJUESD Independent Contractor Services Agreement with Top Tier Transportation

    g.   Agreement Between GJUESD and Dannis Woliver Kelley, Attorney's At Law, for 2022-23 Professional Services

212.309   Consent Calendar (Continued) – Items Removed for Later Consideration   MOTION
There were no items removed.

212.310   Grace Malson made a motion to approve Stipulated Expulsion No. 21/22-05,   MOTION
seconded by Casey Raboy and unanimously carried.

212.311   Grace Malson made a motion to approve the Universal Prekindergarten   MOTION
Planning and Implementation Grant Program, seconded by Traci Skinner and
unanimously carried.

212.312   Casey Raboy made a motion to approve GJUESD Bus Driver in Trainee   MOTION
Agreement and Salary, seconded by Thomas Silva and unanimously carried.

212.313   Traci Skinner made a motion to approve Agreement Between the Galt Joint   MOTION
Union Elementary School District and Bobo Construction Inc. for Greer

Elementary Classroom Sinks Project, seconded by Wesley Cagle and unanimously carried.

212.314   Wesley Cagle made a motion to approve Resolution No. 16; Authorizing the   MOTION
Filing of Documents Under the State School Facility Program- Applications
Received Beyond Bond Authority List, seconded by Casey Raboy and
unanimously carried.

212.315   A First Reading of the following GJUESD Board (BP), Administrative   FIRST
Regulations (AR) and Board Bylaw (BB) were held.   READING

Mr. Wesley Cagle asked how many homeless students are enrolled in the
District?

Donna Whitlock will provide this information to the Board at the next
meeting.

Business Services:
  – **BP/AR 3230** Federal Grant Funds
  – **BP/AR 4141.6/4241.6** Concerted Action/Work Stoppage
Educational Services:
  – **BP/AR 5111** Admission
  – **BP/AR/E 6173** Education for Homeless Children
Curriculum:
  – **BP/AR 6143** Courses of Study
Superintendent:
  – **BP 4030** Non-discrimination in Employment
  – **BB 9322** Agenda/Meeting Materials

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

Stevie Choate, a parent, addressed the Board regarding the discussion held during the CalSCHLS
survey results on face masks and students being bored in school.

J.   **Pending Agenda Items**
   1.   School District Properties

H.   **Adjournment** 9:07 pm.

Galt Joint Union Elementary School District
Board of Education Minutes

Special Board Meeting	**Galt Joint Union Elementary School District**
June 15, 2022	1018 C Street, Suite 210, Galt, CA 95632

Remotely Via Zoom
Webinar ID: 845 0686 0871

Board Members Present

Thomas Silva

Grace Malson

Wesley Cagle- Absent

Traci Skinner

Casey Raboy

Lois Yount

Nicole Lorenz

Administrators Present

Claudia Del Toro-Anguiano

Donna Mayo-Whitlock

A. **6:00 p.m. – Closed Session Location:** Galt Joint Union Elementary School District Conference Room
   Present for closed session: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Thomas Silva, Grace Malson, Traci Skinner, Casey Raboy, and from the office of Dannis Woliver Kelly, Chris Keiner, Attorney at Law

B. **Closed Session was called to order at 6:00 p.m**. by Thomas Silva to discuss the following items:

   1. Student Matter, Education Code 35145, 48918(c)
      - Expulsion Readmission No. 21/22-01

   2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
      Agency Negotiator: Lois Yount, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Nicole Lorenz
      - Employee Agency: (GEFA) Galt Elementary Faculty Association
      - Employee Agency: (CSEA) California School Employee Association
      - Non-Represented Employees

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

C. **Closed Session Adjourned at 6:59 p.m.** The open meeting was called to order at 6:59 p.m., followed by the flag salute. Thomas Silva announced no action was taken in closed session.

D. Lois Yount, Superintendent, shared the **Board Meeting Protocol**

E. **New Business/Routine Matters**

   212.315   Grace Malson made a motion to approve Expulsion Readmission No. 21/22-   MOTION
             03, seconded by Traci Skinner. The motion carried by a vote of 4 Ayes.

212.316 The Board held a Public Hearing and Review of the GJUESD 2022-23 Local Control Accountability Plan (LCAP). There were no public comments. PUBLIC HEARING

Lois Yount stated the LCAP was posted for public review and feedback beginning on June 3, 2022. In addition, the plan has been shared with the Sacramento County Office of Education.

Nicole Lorenz, Chief Business Officer, reviewed the Local Control Funding Formula (LCFF) Budget Overview for Parents. She highlighted an update on increased or improved services for High Needs Students in 2021-22. GJUESD estimates increased spending.

Donna Mayo-Whitlock, Educational Services Director, reviewed the Supplement to the Annual Update to the 2021-22 LCAP. She stated she reported on this at the February meeting. The LCAP focuses on the engagement of stakeholders and how funds were used. Ms. Whitlock said the focus of this year's funds was on LCAP Goal 2- Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments. She highlighted implementation efforts and challenges.

Lois Yount reviewed the LCAP, including reflections on successes and identified needs. She summarized the process used to engage stakeholders, including the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Special Education Advisory Committee (PAC), and employee unions.

Thomas Silva, Board President, said he has concerns with outreach efforts, especially with PAC. He indicated he participates in these meetings, and parent participation is very low. Ms. Yount added that participation is low with the DAC also.

The Board discussed ways to increase parent participation in these stakeholder groups. Ideas included reaching out to parents on back-to-school nights and making personal phone calls to parents before each meeting.

Lois Yount reported the feedback provided by stakeholders focused on three theme areas. 1) Learner engagement and academic growth, 2) Staff growth and motivation, 3) Improving student attendance and suspension rates.

Donna Whitlock reported the District does not have outcomes for preschool but will have it next year. She then reviewed the goal analysis for Goals 1 and 2. She indicated no substantive differences between planned actions and the actual implementation of the actions. Some changes were made to the metrics because there is no state Dashboard data to report for the 2021-22 school year.

Nicole Lorenz reported on the increased or improved services for foster youth, English learners, and low-income students for 2021-22. She indicated the total percentage to increase or improve services for the coming school year is 15.90%.

Donna Whitlock reviewed how each action provided to an entire school or across the school district addresses the needs of foster youth, English learners, and low-income students first, and how these actions effectively meet these students' goals.

212.317   The Board held a Public Hearing and Review of the GJUESD 2022-23 Budget. There were no public comments.   PUBLIC HEARING

Nicole Lorenz reviewed the budget. She highlighted the following:
1) Budget assumptions based on the May Revise
2) Increased staff and services
3) Cost of Living Adjustment (COLA)
4) LCFF funding factors
5) Unrestricted reserve levels
6) District enrollment
7) Projected revenues- general fund
8) Projected expenditures- general fund
9) The budget reporting cycle

Ms. Lorenz indicated next steps include closing the financial books for 2021-22, a year-end audit visit, and board approval of unaudited actuals with possible budget revisions in September.

F.   **Public Comments** for topics not on the agenda
There were no public comments.

G.   **Pending Agenda Items**
1.   School District Properties

H   **Adjournment** 8:08 p.m.

_____
Traci Skinner, Clerk

_____
Date

Recommend approval of the following:

Resignations/Retirees

Name	Position	Effective Date	Site
Biser, Lori	Counselor	6/10/22	McCaffrey Middle
Castellon, Debra (Retirement, 46 yrs)	Instructional Assistant, Bilingual	5/27/22	Valley Oaks
Dulaney, Audrey	Payroll Technician	5/31/22	District Office
Gardner, Kerri	Transportation Supervisor	7/12/22	Transportation
Herr, Angela	Teacher	6/9/22	Valley Oaks
McCoy, Shauna	Instructional Assistant	5/27/22	Marengo Ranch
Pessoa, Lupe	Social Worker	6/14/22	Lake Canyon
Lopez, Gema	Instructional Assistant	5/27/22	Valley Oaks
Razo, Ashley	Instructional Assistant, Bilingual	6/2/22	Fairsite
Rodriguez Reynoso, Brenda	Instructional Assistant, Bilingual	6/2/22	Fairsite
Vega, Lourdes	Yard Supervisor	6/9/22	McCaffrey Middle

Leave of Absence Requests

Name	Position	Effective Date	Site
Castro, Judy	Resource Specialist Teacher	8/4/22	Vernon E. Greer
Isordia, Janeya	Teacher	5/17/22	Fairsite
Sulamo, Rosalia	Registered Behavior Tech	5/16/22	District Office

New Hires/Status Change

Name	Position	Site
Bachmann, Madeline (status change)	Expanded Learning Site Coordinator	Marengo Ranch
Brantley, Ricky	Yard Supervisor	Transportation
Cruz, Lizeth (status change)	Expanded Learning Site Coordinator	Fairsite Preschool
Delgado, Stefanie	School Nurse	District Office
Dena, Gerardo	Custodian	River Oaks
Duran, Mariella (status change)	Expanded Learning Site Coordinator	Valley Oaks
Giglia, Sarah	Teacher	Vernon E. Greer
Gudino Ramirez, Catalina	Teacher	McCaffrey Middle
Hodgson, William	Registered Behavior Tech	District Office
Ochoa, Bianca	Teacher	Marengo Ranch
Orines, Maghaly	Expanded Learning Site Coordinator	River Oaks
Quitter, Anna	Teacher	Lake Canyon
Rose-Dorward, Holly	Teacher	Vernon E. Greer
Salbeck, Laurie	Classified Substitute	N/A
Scott, Kourtney	Teacher	Lake Canyon
Solomon, Benjamin	Teacher	Valley Oaks
Tackett, Andrea (status change)	Expanded Learning Site Coordinator	Lake Canyon
Van Warmerdam, Tricia	Teacher	Lake Canyon

e. <u>Donations</u>

<u>Lake Canyon</u>
- PG&E Blackbaud Giving Fund donated $300 for site use
- UC Davis donated $1,000 for site use

<u>Marengo Ranch</u>
- Box Tops for Education made a monetary donation for site use
- Maria Guadalupe Carranza made a monetary donation towards Sight Words goal
- PG&E Blackbaud Giving Fund donated $240.90 for site use

<u>McCaffrey</u>
- PG&E Blackbaud Giving Fund donated $609.68 for site use

<u>Valley Oaks</u>
- Teresa Michel donated $200 for site use

Galt Joint Union Elementary School District

f. **Terracon Consultants, Inc. Proposal for Materials Testing & Special Inspection Services**

Terracon will provide construction materials testing and special inspection services needed to install a shade structure at McCaffrey Middle School.

Estimated Cost: $8550
Funding Source: ESSER III

May 17, 2022

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

Attn: Lois Yount
        (209) 744-4545 ext.310
        lyount@galt.k12.ca.us

Re: Proposal for Materials Testing & Special Inspection Services
        McCaffrey Middle School Shade Structure
        997 Park Terrance Drive
        Galt, CA 95632
        Terracon Proposal No. PNA22171

Dear Mrs. Yount:

Terracon Consultants, Inc. (Terracon) appreciates the opportunity to submit this proposal to provide construction materials testing and special inspection services for the McCaffrey Shade Structure project. Our proposal includes an outline of the project information, our proposed scope of services, estimated quantities, unit rates, and a total estimated fee for our services.

1.0   CAPABILITIES AND EXPERIENCE

Construction Materials Testing & Special Inspection Services

Our team of inspectors and technicians are experienced with providing materials testing, special inspections and/or observations of concrete, soils, aggregate, masonry, structural steel, foundations, fireproofing, and asphalt pavement in the local area and are familiar with the recognized building jurisdiction requirements.

- **Accredited by American Association of State Highway Transportation (AASHTO re:source)**

- **Inspected by Concrete and Cement Reference Laboratory (CCRL)**

- **Validated by United States Army Corps of Engineers (USACE)**

- **Validated by Department of State Architect (DSA)**

- **Caltrans Certified**

Laboratory Capabilities

Our laboratory is accredited by AASHTO which is recognized by ASTM E329 Standard Specification for Agencies Engaged in Construction Inspection, Testing, or Special Inspection. The scope of accreditation includes the field of Soils, Aggregates, Portland Cement Concrete, and Hot Mix Asphalt. As a requirement of accreditation, we regularly participate in the Proficiency Sample Programs of both AASHTO and the Concrete and Cement Reference Laboratory (CCRL). Our office includes a fully equipped laboratory and employs engineering technicians and special inspectors certified by the

Proposal for Construction Materials Testing & Special Inspection Services
McCaffrey Shade Structure ■ Galt, California
May 17, 2022 ■ Proposal No. PNA22171

Terracon

American Concrete Institute (ACI), National Institute for Certification in Engineering Technologies (NICET), American Welding Society (AWS), and the International Code Council (ICC). We provide a rigorous internal training program where our staff are evaluated in specific field and laboratory test procedures by internal Terracon auditors and external agencies.

2.0   PROJECT INFORMATION

Our understanding of the required construction materials testing and special inspection services for this project is based upon the following information:

■   Project Plans by REA Architecture dated 6/7/2021;

Pertinent project information is summarized below:

Item	Description
Location	997 Park Terrace Drive Galt, CA 95632
Project Description	We understand the project consists of the construction of a new steel shade structure located to the south side of the new track and field.
Geotechnical Investigation	Geotechnical Engineering Report not provided at time of proposal.

3.0   SCOPE OF SERVICES

Terracon proposes to provide materials testing and special inspection services as summarized below:

Item	Description
Foundations	Terracon will observe construction of drilled pier foundations. Terracon will perform the following: ■ Observe installation of the foundations to verify conformance with the specifications; Other pertinent data can be detailed during the pre-construction specification and review meeting, if requested; ■ Notify the contractor's representative of anomalies, or deviations from the specifications.

Proposal for Construction Materials Testing & Special Inspection Services
McCaffrey Shade Structure ■ Galt, California
May 17, 2022 ■ Proposal No. PNA22171

Terracon

Item	Description
Concrete Formwork and Reinforcing Steel	Prior to concrete placement, formwork and reinforcing steel for foundations and slabs, and other structural elements will be observed by Terracon. Our observations will include the following: ■ Formwork dimensions; ■ Reinforcing steel size, grade, spacing, cover, position, splices, condition, and supports; sample and tag rebar; perform laboratory testing of rebar elements; ■ Installation of embeds.
Concrete	During concrete placements, observation, sampling and testing will be performed by Terracon for the concrete used for foundations, slabs, and other elements. The concrete will be sampled and tested for slump and temperature at the time of placement. Testing will be performed in general accordance with project plans and specifications. ■ Verification of approved design mix; ■ Provide observations of placement procedures, consolidation, and curing and protection; and ■ Cast 1 set of 5 (4-inch by 8-inch) cylinders for each 150 cubic yards or fraction thereof.
Structural Steel	Terracon will perform observations as required for field welded and high strength bolting connections. Terracon has assumed that the steel fabrication will be performed by an "approved" fabricator. Fabrication shop observations can be provided if requested. Fabrication shop observations are considered an additional scope of service and will be invoiced on a time and materials basis if needed.
Project Management	A project manager will be assigned to the project to review the daily activity and assist in scheduling the work. Field and laboratory tests will be reviewed prior to final submittal. The project manager will be responsible for the project budget, communicating with the contractor regarding schedule, deviations, and documenting the resolution of outstanding deviations. To help create a good working relationship with the contractor and for the contractor to better understand our scope of work for the project, we request that Terracon be invited to preconstruction meetings prior to each phase of construction.

Scope Assumptions/Exclusions:

■ Consultant retains the right to stop work without penalty at any time Consultant believes it is in the best interests of Consultant's employees or subcontractors to do so in order to reduce the risk of exposure to the coronavirus. Client agrees it will respond quickly to all requests for information made by Consultant related to Consultant's pre-task planning and risk assessment processes. Client acknowledges its responsibility for notifying

Consultant of any circumstances that present a risk of exposure to the coronavirus or individuals who have tested positive for COVID-19 or are self-quarantining due to exhibiting symptoms associated with the coronavirus.

Commitment to Timely Report Turnaround:
We understand the importance of report turnaround to our clients and we are committed to delivering test results on a timely basis as well as the following reporting standards:

- Failing tests or non-conformance items will be communicated to the designated parties prior to leaving the site and handwritten draft reports are available at the end of each day;
- Final reports with non-conformances (Deviation Reports) will be provided within 24 hours of testing;
- Final reports without non-conformances will be provided within five business days;
- Final laboratory test reports will be provided within two days of test completion.
- Terracon will upload all field reports to the DSA Box weekly.

Terracon Field Representative: In addition to the above services, our field personnel will provide the following services during their visit:

- Check in with the project general superintendent upon arrival on-site;
- Confirm that current approved construction documents are available during our visit;
- Notify the general contractor of our field observations and test results prior to leaving the site;
- Submit a written draft report to the Terracon project manager for review;
- Our field personnel have the right to decline work if they believe the conditions are not safe.

Scheduling of Services: We understand that the client may not be involved with scheduling our services; this is typically the responsibility of the general contractor. We request that the following information be passed on to whom will be responsible for scheduling our services.

- Scheduling testing services must be requested no later than 12:00 pm on the business day preceding the work;
- For structural steel testing and observations, we request 72 hours' notice;
- Scheduling is performed through our dispatcher by directly emailing our dispatcher at noa-scheduling@terracon.com or calling the dispatch direct line at (209) 263-0592;
- Cancellation of services should be done prior to a Terracon representative mobilizing to the project. Failure to do so will result in a cancellation fee;

- Terracon will not be responsible for tests that are not performed due to a failure to schedule our services on the project;
- Testing and observations will only determine compliance with project specifications at the test locations, at the time our services are performed;

4.0 COMPENSATION

Based on the project information available for our review, our time and materials estimated budget to perform the proposed scope of services is **$8550**. A summary of our unit rates, estimated quantities, and the resulting costs is included on the attached Fee Estimate. Fees for services provided will be based on the unit rates shown in that exhibit. Please note that this is only a budget estimate and not a not-to-exceed price. Any additional out of scope items will be performed within accordance with our current fee schedule.

Many factors, including those out of our control, such as weather and the contractor's schedule including overtime and weekend work, and the need for re-testing will dictate the final fee for our services. We will not exceed our budget without first notifying you and providing a summary of work performed to date and remaining work. We will track the costs of re-testing, stand-by time, and cancellations separately.

5.0 ASSUMPTIONS

- The project is subject to California Prevailing Wage law;
- Our fees for trips to the site will be charged portal to portal;
- This project is located approximately 12 miles from our closest office with a laboratory (Lodi). Typical travel time is 20 minutes, each way. All travel time will be billed at the regular hourly rate for the service provided;
- Time will be charged in 2, 4 and 8-hour increments for earthwork/asphalt observations, and 4 and 8-hour increments for special inspection ACI/ICC/CWI observations, with a 2-hour minimum charge to all on-site hourly unit rates;
- Time worked on-site in excess of 8 hours per day and Saturdays will be charged at 1.5 times the hourly rate. Time worked on Holidays, Sundays and for Saturdays after 8 hours, or weekdays after 12 hours will be charged at 2 times the hourly rate.;
- We have assumed that contractors on the site will work a single shift, typical schedule of 5 days per week;
- Terracon's services specifically exclude job site safety responsibility;
- Our services do not relieve any contractor/subcontractor from complying with project plans and specifications; and,

■ Invoices for the project will be submitted on a bi-monthly basis. Requirements relative to invoicing must be provided prior to the start of work so that payments to Terracon can be made in the appropriate time frames discussed below.

6.0   AUTHORIZATION

This proposal may be accepted by executing the attached Agreement for Services (AFS). Please be aware that we will be unable to distribute field and laboratory reports until a signed contract is received. This proposal is valid only if authorized within 45 days from the proposal date.

We appreciate the opportunity to provide this proposal and look forward to working with you. Please give us a call if you have any questions or comments regarding this proposal.

Sincerely,

TERRACON CONSULTANTS, INC.

Troy M Schiess, P.E.   George Ogas
Principal   Project Manager
Office Manager   Field Supervisor

Copies to: Lois Yount (lyount@galt.k12.ca.us)

Attachments: Fee Estimate
                     Agreement for Services

Proposal for Construction Materials Testing & Special Inspection Services
McCaffrey Shade Structure ■ Galt, California
May 17, 2022 ■ Proposal No. PNA22171

Terracon

FEE ESTIMATE

Description	Hours/Units		Billing Rate		Total Billed
Soils					
Drilled Pier Inspection	4	hours	$115.00	/hour	$460.00
PM/PE Review-Admin Support	1	each	$90.00	/each	$90.00
Trip Charge	1	each	$15.00	/each	$15.00
	Estimated Soils Total				**$565.00**
Concrete & Steel					
ACI Concrete Inspection	8	hours	$125.00	/hour	$1,000.00
Cylinder Sample Pickup*	2	hours	$85.00	/hour	$170.00
Concrete Mix Design Review (If required)	1	each	$250.00	/each	$250.00
Reinforcement Inspection	4	hours	$125.00	/hour	$500.00
Sample & Tag Rebar	4	hours	$125.00	/hour	$500.00
PE Review and Report Production	4	each	$90.00	/each	$360.00
Trip Charge	4	each	$15.00	/each	$60.00
	Estimated Concrete/RS Total				**$2,840.00**
Structural Steel					
Certified Field Welding Inspector	8	hours	$140.00	/hour	$1,120.00
Certified Shop Welding Inspector	8	hours	$140.00	/hour	$1,120.00
High Strength Bolt (HSB) Testing	4	hours	$140.00	/hour	$560.00
HSB Skidmore (set of 3 bolts)	1	set	$150.00	/set	$150.00
PE/PM/Admin Report Production	3	each	$90.00	/each	$270.00
Trip Charge	3	each	$15.00	/each	$45.00
	Estimated Steel Total				**$3,265.00**
Laboratory Services					
Compression Test Concrete	5	each	$28.00	/each	$140.00
Reinf. Steel Tens & Bend < 6	3	each	$115.00	/each	$345.00
High Strength Bolt, Nut, and Washer Testing	1	set	$295.00	/set	$295.00
	Estimated Laboratory Total				**$780.00**
Project Management/Administration					
Project Manager	4	each	$145.00	/each	$580.00
Clerical	2	each	$85.00	/each	$170.00
DSA Final Verified Report	1	each	$350.00	/hour	$350.00
	Estimated PM Total				**$1,100.00**
	ESTIMATED GRAND TOTAL				**$8,550.00**

AGREEMENT FOR SERVICES

This **AGREEMENT** is between Galt Joint Union School District ("Client") and Terracon Consultants, Inc. ("Consultant") for Services to be provided by Consultant for Client on the McCaffrey MS Shade Structure project ("Project"), as described in Consultant's Proposal dated 05/17/2022 ("Proposal"), including but not limited to the Project Information section, unless the Project is otherwise described in Exhibit A to this Agreement (which section or Exhibit is incorporated into this Agreement).

1. **Scope of Services.** The scope of Consultant's services is described in the Proposal, including but not limited to the Scope of Services section ("Services"), unless Services are otherwise described in Exhibit B to this Agreement (which section or exhibit is incorporated into this Agreement). Portions of the Services may be subcontracted. Consultant's Services do not include the investigation or detection of, nor do recommendations in Consultant's reports address the presence or prevention of biological pollutants (e.g., mold, fungi, bacteria, viruses, or their byproducts) or occupant safety issues, such as vulnerability to natural disasters, terrorism, or violence. If Services include purchase of software, Client will execute a separate software license agreement. Consultant's findings, opinions, and recommendations are based solely upon data and information obtained by and furnished to Consultant at the time of the Services.

2. **Acceptance/ Termination.** Client agrees that execution of this Agreement is a material element of the consideration Consultant requires to execute the Services, and if Services are initiated by Consultant prior to execution of this Agreement as an accommodation for Client at Client's request, both parties shall consider that commencement of Services constitutes formal acceptance of all terms and conditions of this Agreement. Additional terms and conditions may be added or changed only by written amendment to this Agreement signed by both parties. In the event Client uses a purchase order or other form to administer this Agreement, the use of such form shall be for convenience purposes only and any additional or conflicting terms it contains are stricken. This Agreement shall not be assigned by either party without prior written consent of the other party. Either party may terminate this Agreement or the Services upon written notice to the other. In such case, Consultant shall be paid costs incurred and fees earned to the date of termination plus reasonable costs of closing the Project.

3. **Change Orders.** Client may request changes to the scope of Services by altering or adding to the Services to be performed. If Client so requests, Consultant will return to Client a statement (or supplemental proposal) of the change setting forth an adjustment to the Services and fees for the requested changes. Following Client's review, Client shall provide written acceptance. If Client does not follow these procedures, but instead directs, authorizes, or permits Consultant to perform changed or additional work, the Services are changed accordingly and Consultant will be paid for this work according to the fees stated or its current fee schedule. If project conditions change materially from those observed at the site or described to Consultant at the time of proposal, Consultant is entitled to a change order equitably adjusting its Services and fee.

4. **Compensation and Terms of Payment.** Client shall pay compensation for the Services performed at the fees stated in the Proposal, including but not limited to the Compensation section, unless fees are otherwise stated in Exhibit C to this Agreement (which section or Exhibit is incorporated into this Agreement). If not stated in either, fees will be according to Consultant's current fee schedule. Fee schedules are valid for the calendar year in which they are issued. Fees do not include sales tax. Client will pay applicable sales tax as required by law. Consultant may invoice Client at least monthly and payment is due upon receipt of invoice. Client shall notify Consultant in writing, at the address below, within 15 days of the date of the invoice if Client objects to any portion of the charges on the invoice, and shall promptly pay the undisputed portion. Client shall pay a finance fee of 1.5% per month, but not exceeding the maximum rate allowed by law, for all unpaid amounts 30 days or older. Client agrees to pay all collection-related costs that Consultant incurs, including attorney fees. Consultant may suspend Services for lack of timely payment. It is the responsibility of Client to determine whether federal, state, or local prevailing wage requirements apply and to notify Consultant if prevailing wages apply. If it is later determined that prevailing wages apply, and Consultant was not previously notified by Client, Client agrees to pay the prevailing wage from that point forward, as well as a retroactive payment adjustment to bring previously paid amounts in line with prevailing wages. Client also agrees to defend, indemnify, and hold harmless Consultant from any alleged violations made by any governmental agency regulating prevailing wage activity for failing to pay prevailing wages, including the payment of any fines or penalties.

5. **Third Party Reliance.** This Agreement and the Services provided are for Consultant and Client's sole benefit and exclusive use with no third party beneficiaries intended. Reliance upon the Services and any work product is limited to Client, and is not intended for third parties other than those who have executed Consultant's reliance agreement, subject to the prior approval of Consultant and Client.

6. **LIMITATION OF LIABILITY. CLIENT AND CONSULTANT HAVE EVALUATED THE RISKS AND REWARDS ASSOCIATED WITH THIS PROJECT, INCLUDING CONSULTANT'S FEE RELATIVE TO THE RISKS ASSUMED, AND AGREE TO ALLOCATE CERTAIN OF THE ASSOCIATED RISKS. TO THE FULLEST EXTENT PERMITTED BY LAW, THE TOTAL AGGREGATE LIABILITY OF CONSULTANT (AND ITS RELATED CORPORATIONS AND EMPLOYEES) TO CLIENT AND THIRD PARTIES GRANTED RELIANCE IS LIMITED TO THE GREATER OF $10,000 OR CONSULTANT'S FEE, FOR ANY AND ALL INJURIES, DAMAGES, CLAIMS, LOSSES, OR EXPENSES (INCLUDING ATTORNEY AND EXPERT FEES) ARISING OUT OF CONSULTANT'S SERVICES OR THIS AGREEMENT. PRIOR TO ACCEPTANCE OF THIS AGREEMENT AND UPON WRITTEN REQUEST FROM CLIENT, CONSULTANT MAY NEGOTIATE A HIGHER LIMITATION FOR ADDITIONAL CONSIDERATION IN THE FORM OF A SURCHARGE TO BE ADDED TO THE AMOUNT STATED IN THE COMPENSATION SECTION OF THE PROPOSAL. THIS LIMITATION SHALL APPLY REGARDLESS OF AVAILABLE PROFESSIONAL LIABILITY INSURANCE COVERAGE, CAUSE(S), OR THE THEORY OF LIABILITY, INCLUDING NEGLIGENCE, INDEMNITY, OR OTHER RECOVERY. THIS LIMITATION SHALL NOT APPLY TO THE EXTENT THE DAMAGE IS PAID UNDER CONSULTANT'S COMMERCIAL GENERAL LIABILITY POLICY.**

7. **Indemnity/Statute of Limitations.** Consultant and Client shall indemnify and hold harmless the other and their respective employees from and against legal liability for claims, losses, damages, and expenses to the extent such claims, losses, damages, or expenses are legally determined to be caused by their negligent acts, errors, or omissions. In the event such claims, losses, damages, or expenses are legally determined to be caused by the joint or concurrent negligence of Consultant and Client, they shall be borne by each party in proportion to its own negligence under comparative fault principles. Neither party shall have a duty to defend the other party, and no duty to defend is hereby created by this indemnity provision and such duty is explicitly waived under this Agreement. Causes of action arising out of Consultant's Services or this Agreement regardless of cause(s) or the theory of liability, including negligence, indemnity or other recovery shall be deemed to have accrued and the applicable statute of limitations shall commence to run not later than the date of Consultant's substantial completion of Services on the project.

8. **Warranty.** Consultant will perform the Services in a manner consistent with that level of care and skill ordinarily exercised by members of the profession currently practicing under similar conditions in the same locale. **EXCEPT FOR THE STANDARD OF CARE PREVIOUSLY STATED, CONSULTANT MAKES NO WARRANTIES OR GUARANTEES, EXPRESS OR IMPLIED, RELATING TO CONSULTANT'S SERVICES AND CONSULTANT DISCLAIMS ANY IMPLIED WARRANTIES OR WARRANTIES IMPOSED BY LAW, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**

9. **Insurance.** Consultant represents that it now carries, and will continue to carry: (i) workers' compensation insurance in accordance with the laws of the states having jurisdiction over Consultant's employees who are engaged in the Services, and employer's liability insurance ($1,000,000); (ii) commercial general liability insurance ($2,000,000 occ / $4,000,000 agg); (iii) automobile liability insurance ($2,000,000 B.I. and P.D. combined single limit); and (iv) professional liability insurance ($1,000,000 claim / agg). Certificates of insurance will be provided upon request. Client and Consultant shall waive subrogation against the other party on all general liability and property coverage.

10. **CONSEQUENTIAL DAMAGES. NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR LOSS OF PROFITS OR REVENUE; LOSS OF USE OR OPPORTUNITY; LOSS OF GOOD WILL; COST OF SUBSTITUTE FACILITIES, GOODS, OR SERVICES; COST OF CAPITAL; OR FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, PUNITIVE, OR EXEMPLARY DAMAGES.**

11. **Dispute Resolution.** Client shall not be entitled to assert a Claim against Consultant based on any theory of professional negligence unless and until Client has obtained the written opinion from a registered, independent, and reputable engineer, architect, or geologist that Consultant has violated the standard of care applicable to Consultant's performance of the Services. Client shall provide this opinion to Consultant and the parties shall endeavor to resolve the dispute within 30 days, after which Client may pursue its remedies at law. This Agreement shall be governed by and construed according to Kansas law.

12. **Subsurface Explorations.** Subsurface conditions throughout the site may vary from those depicted on logs of discrete borings, test pits, or other exploratory services. Client understands Consultant's layout of boring and test locations is approximate and that Consultant may deviate a reasonable distance from those locations. Consultant will take reasonable precautions to reduce damage to the site when performing Services; however, Client accepts that invasive services such as drilling or sampling may damage or alter the site. Site restoration is not provided unless specifically included in the Services.

13. **Testing and Observations.** Client understands that testing and observation are discrete sampling procedures, and that such procedures indicate conditions only at the depths, locations, and times the procedures were performed. Consultant will provide test results and opinions based on tests and field observations only for the work tested. Client understands that testing and observation are not continuous or exhaustive, and are conducted to reduce - not eliminate - project risk. Client shall cause all tests and inspections of the site, materials, and Services performed by Consultant to be timely and properly scheduled in order for the Services to be performed in accordance with the plans, specifications, contract documents, and Consultant's recommendations. No claims for loss or damage or injury shall be brought against Consultant by Client or any third party unless all tests and inspections have been so performed and Consultant's recommendations have been followed. Unless otherwise stated in the Proposal, Client assumes sole responsibility for determining whether the quantity and the nature of Services ordered by Client is adequate and sufficient for Client's intended purpose. Client is responsible (even if delegated to contractor) for requesting services, and notifying and scheduling Consultant so Consultant can perform these Services. Consultant is not responsible for damages caused by Services not performed due to a failure to request or schedule Consultant's Services. Consultant shall not be responsible for the quality and completeness of Client's contractor's work or their adherence to the project documents, and Consultant's performance of testing and observation services shall not relieve Client's contractor in any way from its responsibility for defects discovered in its work, or create a warranty or guarantee. Consultant will not supervise or direct the work performed by Client's contractor or its subcontractors and is not responsible for their means and methods. The extension of unit prices with quantities to establish a total estimated cost does not guarantee a maximum cost to complete the Services. The quantities, when given, are estimates based on contract documents and schedules made available at the time of the Proposal. Since schedule, performance, production, and charges are directed and/or controlled by others, any quantity extensions must be considered as estimated and not a guarantee of maximum cost.

14. **Sample Disposition, Affected Materials, and Indemnity.** Samples are consumed in testing or disposed of upon completion of the testing procedures (unless stated otherwise in the Services). Client shall furnish or cause to be furnished to Consultant all documents and information known or available to Client that relate to the identity, location, quantity, nature, or characteristic of any hazardous waste, toxic, radioactive, or contaminated materials ("Affected Materials") at or near the site, and shall immediately transmit new, updated, or revised information as it becomes available. Client agrees that Consultant is not responsible for the disposition of Affected Materials unless specifically provided in the Services, and that Client is responsible for directing such disposition. In no event shall Consultant be required to sign a hazardous waste manifest or take title to any Affected Materials. Client shall have the obligation to make all spill or release notifications to appropriate governmental agencies. The Client agrees that Consultant neither created nor contributed to the creation or existence of any Affected Materials conditions at the site and Consultant shall not be responsible for any claims, losses, or damages allegedly arising out of Consultant's performance of Services hereunder, or for any claims against Consultant as a generator, disposer, or arranger of Affected Materials under federal, state, or local law or ordinance.

15. **Ownership of Documents.** Work product, such as reports, logs, data, notes, or calculations, prepared by Consultant shall remain Consultant's property. Proprietary concepts, systems, and ideas developed during performance of the Services shall remain the sole property of Consultant. Files shall be maintained in general accordance with Consultant's document retention policies and practices.

16. **Utilities.** Unless otherwise stated in the Proposal, Client shall provide the location and/or arrange for the marking of private utilities and subterranean structures. Consultant shall take reasonable precautions to avoid damage or injury to subterranean structures or utilities. Consultant shall not be responsible for damage to subterranean structures or utilities that are not called to Consultant's attention, are not correctly marked, including by a utility locate service, or are incorrectly shown on the plans furnished to Consultant.

17. **Site Access and Safety.** Client shall secure all necessary site related approvals, permits, licenses, and consents necessary to commence and complete the Services and will execute any necessary site access agreement. Consultant will be responsible for supervision and site safety measures for its own employees, but shall not be responsible for the supervision or health and safety precautions for any other parties, including Client, Client's contractors, subcontractors, or other parties present at the site. In addition, Consultant retains the right to stop work without penalty at any time Consultant believes it is in the best interests of Consultant's employees or subcontractors to do so in order to reduce the risk of exposure to the coronavirus. Client agrees it will respond quickly to all requests for information made by Consultant related to Consultant's pre-task planning and risk assessment processes. Client acknowledges its responsibility for notifying Consultant of any circumstances that present a risk of exposure to the coronavirus or individuals who have tested positive for COVID-19 or are self-quarantining due to exhibiting symptoms associated with the coronavirus.

Consultant:	**Terracon Consultants, Inc.**		Client:	**Galt Joint Union School District**
By:		Date: **5/17/2022**	By:	Date:
Name/Title:	**Troy Michael Schiess / Office Manager III**		Name/Title:	**Lois Yount / CBO**
Address:	**902 Industrial Way**		Address:	**1018 C Street, Suite 210**
	Lodi, CA 95240-3106			**Galt, CA 95632**
Phone:	**(209) 367-3701** Fax: **(209) 333-8303**		Phone:	**(209) 744-454** Fax:
Email:	**Troy.Schiess@terracon.com**		Email:	**lyount@galt.k12.ca.us**

Galt Joint Union Elementary School District

g. Disposable of GJUESD Class 3 Records

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

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

Quantity	Departments	Dates	Description
3	Business	16-18	Accounts Payable
2	Business	14-15	Student Council, Bank Statements, Requisitions
1	Business	14-15	Student Council Deposits
1	Business	16-18	Pinks
6	Business	16-17	Timesheets
1	Business	15-16	Field Trips
3	Ed Services	14-15	Special Education Records
1	Business	14-15	Deposits
2	Business	16-17	Accrual Deposits
1	Business	16-17	FD-01
1	Business	17-18	PY & Reg Journals
6	Food Services	16-17	Gen Cafeteria
2	Human Resources	16-17	Human Resources
3	Ed Services	15-16	Supplemental Education Services
1	Ed Services	16-17	Expulsions

Total Boxes = 34

Board Meeting Agenda Item Information

Meeting Date:	June 22, 2022	Agenda Item: 212.319 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter:	Lois Yount	Action Item: XX Information Item:

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

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	**Agenda Item: 212.320** Board Consideration of Approval of 2022-23 Single Plan for Student Achievement for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary, and Robert L. McCaffrey Middle School
Presenter: Donna Mayo-Whitlock Principals	**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. SPSA plans have been updated to align with the two LCAP goals and are now on the same development cycle as the LCAP.

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

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

The Local Control Funding Formula (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 next school year based upon expenditures and trimester student performance data. The SPSAs will be posted in English and Spanish on the GJUESD website for employee and community reference.

SPSA Components:
1. Comprehensive Needs Assessment
2. Stakeholder Involvement
3. Resource Inequities
4. School and Student Performance Data
5. Goals, Strategies & Proposed Expenditures
6. Budget Summary
7. School site Council Membership

Attachments:
- Lake Canyon Elementary Single Plan
- Marengo Ranch Elementary Single Plan
- River Oaks Elementary Single Plan
- Valley Oaks Elementary Single Plan
- Vernon E. Greer Elementary Single Plan
- Robert L. McCaffrey Middle School Single Plan

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lake Canyon Elementary School	34673480107946	06/02/22	

Purpose and Description

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

X Schoolwide Program

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Lake Canyon students, parents, and staff have participated in the following surveys; District Polls, Bullying Awareness and Needs, Youth Engagement Focus Group, and Facilities Master Plan, CalSCHLS Survey. These surveys revealed a need for attention to the issues of bullying and its impact on student engagement and the provision of added support in meeting the social emotional needs of students. Survey results also revealed the impact of instilling a growth mindset and a desire to persevere in our students. Results revealed that students feel safe on our campus. Poll results revealed Lake Canyon students have a strong sense of engagement and hope for their futures with students indicating a strong sense of engagement in school and a strong sense of hope for their futures. Parent and staff surveys indicate a strong sense of well-being and support of school-wide systems.

Students are hopeful and engaged per the Cal Schools Survey. School Engagement and Supports Grades 5/6 results by percentage:
School connectedness 67/75
Academic motivation 68/78
Caring adults in school 62/79
High expectations-adults in school 81/91
Meaningful participation 30/52
Facilities upkeep 76/82
Parent involvement in schooling 79/77
Social and emotional learning supports 69/76
Anti-bullying climate 65/69
School Safety Grades 5/6 results by percentage:
Feel safe at school 70/79
Saw a weapon at school 12/11
School Disciplinary Environment Grades 5/6 results by percentage:
Rule clarity 68/76
Students well behaved 35/34
Students treated fairly when break rules 41/69
Students treated with respect 74/75
Substance Use and Physical/Mental Health Grades 5/6 results by percentage:
Alcohol or drug use 9/41
Marijuana use 0/ 0
Cigarette use 0/ 0
Vaping 0/ 0
Experienced sadness 24/24

Key Indicators/Percent Agree/Strongly Agree from CalSCHLS Parent Survey completed by 72 families with an overall percentage of responses indicating Agree/Strongly Agree in key areas including-
actively seeks the input of parents before making important decisions. Elementary= 71%

promotes academic success for all students.
Elementary= 88%

motivates students to learn.
Elementary=83%

provides quality counseling or other ways to help students with social or emotional needs.
Elementary= 56%

has adults who really care about students.
Elementary= 96%

is a supportive and inviting place for students to learn.
Elementary= 92%

is a safe place for my child.
Elementary= 97%

Classroom Observations

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

School administrators perform formal and informal observations of employees. Certificated staff are regularly observed and provided feedback. Classified staff are observed and provided feedback. All Lake Canyon staff are performing their assigned position descriptions and are meeting or exceeding performance goals. Ongoing professional development is prioritized and offered for all employee groups. Certificated staff have access to participating in self-evaluation through self-reflection professional rubrics. Certificated staff have access to peer observations and feedback.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Lake Canyon student achievement is measured using the District Reading Assessment (DRA), Measures of Academic Progress (MAP) assessment by NWEA, ELPAC and the CAASPP assessment. The data from these assessments informs personalized academic plans for each student.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lake Canyon students are assessed using district benchmark assessments and through the MAP assessment each Trimester. The data from these assessments informs personalized academic plans for each student. Changes and updates to these plans are made regularly to meet the changing needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Lake Canyon certificated staff is highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of Lake Canyon certificated staff has access to professional development, instructional materials, training opportunities and conferences, webinars, and professional development release time which includes access to instructional materials training on SBE-adopted instructional materials including, but not limited to ELA curriculum training, SIPPS training, Benchmark ELD training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards and Next Generation Science Standards (NGSS)) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD) and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators have access to developing Educational Personalized Learning Plans (PLPs) (personal goal-setting) .
Staff social-emotional well-being is supported by ongoing professional development and support including access to strengths training and RULER strategies including use of a mood-meter to recognize and regulate adverse emotions. Staff has access to training and support with school-wide SEL curriculum- Second Steps.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Lake Canyon teachers have the assistance and support of instructional teachers on special assignment along with the support and guidance of district and school site administrators. All staff coaching and development is aligned to the current content standards (Common Core State Standards, CA ELD Standards and Next Generation Science Standards) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to strongly teach the CCSS and the NGSS. The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize training opportunities and tie them to their own personalized professional development. Additionally, teachers and administrators have access to developing Educational Personal Pathways (personal goal-setting).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All Lake Canyon teachers actively participate in grade level and grade span professional learning communities (PLC). Each PLC is afforded time weekly for planning and collaboration. All staff collaboration is aligned to support the implementation of the current content standards (CCSS and NGSS) and the assessed needs of the students of Lake Canyon.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All Lake Canyon curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lake Canyon meets the recommended instructional minutes for all core subjects including literacy and math. Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The year-long schedule of Lake Canyon allows teachers the flexibility to incorporate sufficient intervention courses. Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in need of support outside of the regular classroom will have access to before and after-school programs offering strong differentiated small group intervention support, Service Learning, and 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 underperforming students to meet standards. For example, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Evidence-based educational practices to raise student achievement

Lake Canyon utilizes research based educational practices such as the implementation of a multi tiered system of supports and lessons and units based on universal design. Response to Intervention systems are in place to support the needs of identified students. Teachers collaborate weekly and each trimester through the academic conference model to engage in analysis of student progress and growth based on formative and district assessments. Personalized Learning Plan Pathways and goal setting documents (also referred to as PLPs) for each student prescribe intervention and enrichment pathways based on the current CCSS, ELD Standards and NGSS. Student engagement is maximized through interest based project and inquiry based lessons and units across all subjects. A wide variety of interest based after school clubs and academic competition opportunities as well as guest speakers, field trips, and activities enlarge student engagement. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parenting classes and provides access to community based tutors.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parent academies and classes and provides access to community based tutors. Lake Canyon provides IAs to support instruction. An annual parent-school compact outlines these resources for parents. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House/Celebration of Learning, Literacy Nights, and other school events

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Lake Canyon has a full time school licensed social worker and health assistant and offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. Title I, II, and III funding support the goals and actions of the school and are directly linked and referenced in our Galt Joint Union Elementary School District's LCAP goals through the implementation of personalized learning growth plans for every student and staff member, adopted standards (CCSS and NGSS) taught in blended and flexible settings, the application of measures for continuous improvement, and the provision of school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Fiscal support (EPC)

SWP funds and state and local funding, including Supplemental and Concentration funding and state Educator Effectiveness funding, will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the English Learner subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including Economic Impact Aid (EIA), Title I and Title III.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school advertised for school site council members via the school website during the months of August and September. Nominations and letters of interest where followed by the election of the current council members. Meeting dates for the school site council take place in early November, late February, and early June. Annual review takes place at the June meeting of the school site council.

Resource Inequities

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

No inequities cited at this time per needs assessment analysis and observation.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	91	89	72
Grade 1	66	71	87
Grade 2	80	69	63
Grade3	87	81	79
Grade 4	66	86	88
Grade 5	75	68	81
Grade 6	89	75	63
Total Enrollment	554	539	533

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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	107	103	89	19.3%	19.1%	16.7%
Fluent English Proficient (FEP)	45	35	37	8.1%	6.5%	6.9%
Reclassified Fluent English Proficient (RFEP)	20	9	15	14.8%	8.4%	14.6%

Conclusions based on this data:

1. This 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	68	86	75	68	85	0	68	85	0	100	98.8	0.0
Grade 4	74	67	91	73	66	0	73	66	0	98.6	98.5	0.0
Grade 5	88	76	74	88	74	0	88	74	0	100	97.4	0.0
Grade 6	70	89	62	70	88	0	70	88	0	100	98.9	0.0
All Grades	300	318	302	299	313	0	299	313	0	99.7	98.4	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2437.	2437.		32.35	30.59		22.06	25.88		23.53	20.00		22.06	23.53	
Grade 4	2476.	2472.		27.40	27.27		21.92	21.21		27.40	22.73		23.29	28.79	
Grade 5	2516.	2528.		23.86	28.38		34.09	35.14		21.59	17.57		20.45	18.92	
Grade 6	2522.	2537.		10.00	15.91		34.29	45.45		44.29	19.32		11.43	19.32	
All Grades	N/A	N/A	N/A	23.41	25.24		28.43	32.59		28.76	19.81		19.40	22.36	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.53	35.29		52.94	42.35		23.53	22.35	
Grade 4	24.66	31.82		57.53	43.94		17.81	24.24	
Grade 5	36.36	28.38		39.77	55.41		23.86	16.22	
Grade 6	20.00	30.68		61.43	45.45		18.57	23.86	
All Grades	26.76	31.63		52.17	46.65		21.07	21.73	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	32.84	21.18		41.79	51.76		25.37	27.06	
Grade 4	26.03	21.21		47.95	54.55		26.03	24.24	
Grade 5	26.14	31.08		50.00	58.11		23.86	10.81	
Grade 6	17.14	23.86		51.43	53.41		31.43	22.73	
All Grades	25.50	24.28		47.99	54.31		26.51	21.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	22.06	27.06		66.18	61.18		11.76	11.76	
Grade 4	19.18	25.76		65.75	59.09		15.07	15.15	
Grade 5	20.45	27.03		67.05	56.76		12.50	16.22	
Grade 6	20.00	22.73		64.29	67.05		15.71	10.23	
All Grades	20.40	25.56		65.89	61.34		13.71	13.10	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	35.29	25.88		36.76	45.88		27.94	28.24	
Grade 4	27.40	27.27		53.42	46.97		19.18	25.76	
Grade 5	32.95	32.43		52.27	48.65		14.77	18.92	
Grade 6	17.14	21.59		70.00	56.82		12.86	21.59	
All Grades	28.43	26.52		53.18	49.84		18.39	23.64	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	68	86	75	68	85	0	68	85	0	100	98.8	0.0
Grade 4	74	67	91	72	66	0	72	66	0	97.3	98.5	0.0
Grade 5	88	76	74	88	75	0	88	75	0	100	98.7	0.0
Grade 6	70	89	62	69	89	0	69	89	0	98.6	100	0.0
All Grades	300	318	302	297	315	0	297	315	0	99	99.1	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2454.	2448.		32.35	27.06		20.59	28.24		33.82	24.71		13.24	20.00	
Grade 4	2470.	2481.		13.89	25.76		31.94	16.67		33.33	37.88		20.83	19.70	
Grade 5	2492.	2510.		15.91	26.67		17.05	17.33		32.95	24.00		34.09	32.00	
Grade 6	2510.	2537.		10.14	25.84		23.19	22.47		37.68	25.84		28.99	25.84	
All Grades	N/A	N/A	N/A	17.85	26.35		22.90	21.59		34.34	27.62		24.92	24.44	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.59	40.00		27.94	34.12		26.47	25.88	
Grade 4	30.56	36.36		34.72	24.24		34.72	39.39	
Grade 5	22.73	32.00		29.55	30.67		47.73	37.33	
Grade 6	20.59	33.71		39.71	35.96		39.71	30.34	
All Grades	29.39	35.56		32.77	31.75		37.84	32.70	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.47	30.59		47.06	48.24		26.47	21.18	
Grade 4	18.06	28.79		51.39	34.85		30.56	36.36	
Grade 5	12.50	28.00		51.14	44.00		36.36	28.00	
Grade 6	14.49	21.35		55.07	49.44		30.43	29.21	
All Grades	17.51	26.98		51.18	44.76		31.31	28.25	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.76	36.47		51.47	49.41		11.76	14.12	
Grade 4	15.28	25.76		52.78	42.42		31.94	31.82	
Grade 5	12.50	25.33		54.55	48.00		32.95	26.67	
Grade 6	10.14	22.47		62.32	48.31		27.54	29.21	
All Grades	18.18	27.62		55.22	47.30		26.60	25.08	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	1430.6	*	1439.9	1431.0	*	1454.2	1429.7	*	1406.6	24	9	13
1	1459.5	1451.2	*	1446.6	1471.3	*	1471.9	1430.6	*	25	17	8
2	1480.5	1499.6	*	1474.6	1513.7	*	1485.8	1485.2	*	18	22	10
3	1494.4	1486.0	1471.0	1487.7	1474.2	1459.9	1500.6	1497.2	1481.8	17	17	21
4	1510.7	1532.4	1522.4	1495.2	1525.6	1504.7	1526.0	1538.8	1539.9	13	16	21
5	*	1527.0	1525.2	*	1512.2	1518.1	*	1541.5	1531.8	*	12	13
6	1558.6	*	*	1535.5	*	*	1581.3	*	*	11	9	10
All Grades										118	102	96

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	*	7.69	45.83	*	76.92	*	*	15.38	*	*	0.00	24	*	13
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	5.00	*	52.94	30.00	*	29.41	30.00	*	11.76	35.00	17	17	20
4	*	31.25	30.00	*	50.00	40.00	*	18.75	20.00	*	0.00	10.00	13	16	20
5	*	33.33	15.38	*	25.00	46.15		25.00	23.08		16.67	15.38	*	12	13
6	*	*	*	*	*	*		*	*		*	*	11	*	*
All Grades	29.66	23.53	18.28	46.61	45.10	45.16	16.95	21.57	22.58	*	9.80	13.98	118	102	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	15.38	54.17	*	76.92	*	*	7.69	*	*	0.00	24	*	13
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	5.00	70.59	47.06	40.00	*	17.65	30.00	*	17.65	25.00	17	17	20
4	*	50.00	35.00	*	43.75	40.00	*	6.25	15.00	*	0.00	10.00	13	16	20
5	*	41.67	38.46	*	33.33	38.46		8.33	7.69		16.67	15.38	*	12	13
6	*	*	*	*	*	*		*	*		*	*	11	*	*
All Grades	36.44	43.14	26.88	44.92	36.27	45.16	11.86	10.78	17.20	*	9.80	10.75	118	102	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	7.69	*	*	38.46	50.00	*	53.85	*	*	0.00	24	*	13
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	5.00	*	41.18	30.00	*	35.29	20.00	*	17.65	45.00	17	17	20
4	*	18.75	35.00	*	31.25	30.00	*	43.75	15.00	*	6.25	20.00	13	16	20
5	*	8.33	15.38	*	33.33	7.69		41.67	53.85		16.67	23.08	*	12	13
6	*	*	*	*	*	*	*	*	*		*	*	11	*	*
All Grades	33.05	12.75	16.13	30.51	36.27	32.26	25.42	33.33	31.18	11.02	17.65	20.43	118	102	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	70.83	*	7.69	*	*	92.31	*	*	0.00	24	*	13
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	20.00	70.59	70.59	65.00	*	11.76	15.00	17	17	20
4	*	37.50	60.00	*	62.50	40.00	*	0.00	0.00	13	16	20
5	*	16.67	15.38	*	75.00	69.23		8.33	15.38	*	12	13
6	*	*	*	*	*	*		*	*	11	*	*
All Grades	54.24	39.22	31.18	38.98	53.92	62.37	*	6.86	6.45	118	102	93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	46.15	62.50	*	46.15	*	*	7.69	24	*	13
1	*	23.53	*	*	58.82	*	*	17.65	*	25	17	*
2	*	50.00	*	*	40.91	*		9.09	*	18	22	*
3	*	29.41	0.00	*	52.94	70.00	*	17.65	30.00	17	17	20
4	*	56.25	25.00	*	43.75	60.00	*	0.00	15.00	13	16	20
5	*	50.00	76.92	*	33.33	15.38		16.67	7.69	*	12	13
6	*	*	*	*	*	*		*	*	11	*	*
All Grades	41.53	42.16	33.70	46.61	46.08	51.09	11.86	11.76	15.22	118	102	92

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	0.00	62.50	*	100.00	*	*	0.00	24	*	13
1	64.00	23.53	*	*	29.41	*	*	47.06	*	25	17	*
2	*	4.55	*	*	86.36	*	*	9.09	*	18	22	*
3		0.00	15.00	64.71	64.71	35.00	*	35.29	50.00	17	17	20
4	*	12.50	30.00	*	81.25	55.00	*	6.25	15.00	13	16	20
5	*	33.33	23.08	*	41.67	53.85		25.00	23.08	*	12	13
6	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	35.59	15.69	17.20	49.15	59.80	59.14	15.25	24.51	23.66	118	102	93

Reading Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.83	*	53.85	45.83	*	38.46	*	*	7.69	24	*	13
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	15.00	*	82.35	55.00	*	5.88	30.00	17	17	20
4	*	43.75	25.00	*	56.25	65.00		0.00	10.00	13	16	20
5	*	8.33	0.00	*	83.33	84.62		8.33	15.38	*	12	13
6	*	*	*	*	*	*		*	*	11	*	*
All Grades	38.14	24.51	19.78	55.08	65.69	65.93	*	9.80	14.29	118	102	91

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. This data will inform the instruction and PLPs for our English Learners. Conclusions drawn from this data includes the fact that the majority of our Lake Canyon English Learners are in the somewhat/moderately developed levels. Teachers will provide support and instruction based on best practices per the California English Language Development and English Language Arts Framework recommendations. Curriculum and technology tools, as well as professional development opportunities for educators, will support and inform instructional practices for both integrated and designated ELD instruction. All Lake Canyon EL students have a known ELD goal.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
533	**52.7**	**16.7**	**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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	89	16.7
Foster Youth		0
Homeless	16	3.0
Socioeconomically Disadvantaged	281	52.7
Students with Disabilities	79	14.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.7
American Indian or Alaska Native	1	0.2
Asian	14	2.6
Filipino	8	1.5
Hispanic	285	53.5
Two or More Races	15	2.8
Native Hawaiian or Pacific Islander	3	0.6
White	195	36.6

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these 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.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
10.2 points above standard	28.7 points below standard	0 Students
Increased ++3.7 points	Declined -9.3 points	
307	89	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	17.7 points below standard	57.5 points below standard
	Declined -3.8 points	Increased Significantly ++15.6 points
6	170	51

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	1	8	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
8.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	36 points above standard
Declined -3.5 points			Increased ++11.3 points
166	2	4	116

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.2 points below standard	31.1 points above standard	23.2 points above standard
Declined -12.2 points	Increased ++8.8 points	Increased ++7.7 points
51	38	210

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems. School site goal is to continue movement to the green dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase from the orange toward the green with results moving from 28.7 and 17.7 points below standard respectively toward scores at standard.

2. Add conclusion

School and Student Performance Data

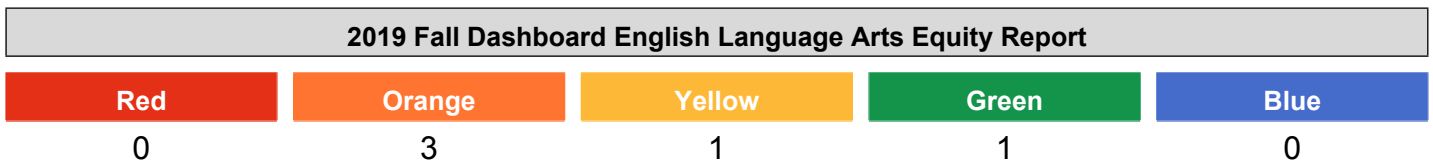## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	
4.1 points below standard	39.2 points below standard	
Increased ++13.6 points	Increased ++9.4 points	
307	89	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	28.4 points below standard	66 points below standard
	Increased ++11.4 points	Increased Significantly ++30.6 points
6	170	51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	1	8	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
24.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	27.3 points above standard
Increased ++6.1 points			Increased Significantly ++27.9 points
166	2	4	116

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.9 points below standard	3.4 points below standard	7.5 points above standard
Increased ++4 points	Increased Significantly ++24 points	Increased ++12.6 points
51	38	210

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals. School site goal is to continue movement to the green dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase from the yellow toward the green with results moving from 32.9 and 28.4 points below standard respectively toward scores at standard.

2. Add conclusion

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

School and Student Performance Data

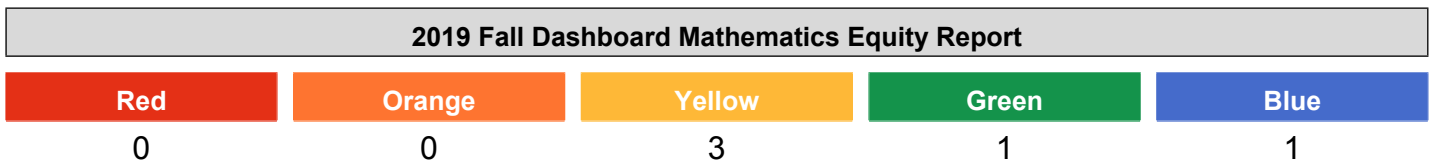## Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
9.5	7.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4	Declined -2.1	1
571	114	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
35.7	13	15.8
Increased +28.6	Declined -2.3	Declined -3.6
14	293	95

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
26.7	Less than 11 Students - Data Not Displayed for Privacy	6.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.5	1	Declined -2.8	10
15		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
11.8	21.4	Less than 11 Students - Data Not Displayed for Privacy	3.7
Maintained +0.1	Increased +1.4	4	Declined Significantly -3.7
297	14		214

Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop PLPs every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. A vibrant and caring inclusive school culture supports growth in this dashboard area. School site goal is to continue movement to the green dashboard domain for all areas.

2. Add conclusion

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not
		1
Maintained -0.2	Maintained 0	
575	115	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
0	0	0
Maintained 0	Maintained 0	Declined -1.1
18	297	96

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 1	0	Less than 11 Students - Data 10
Maintained 0		Maintained 0	
15		16	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data 4	0
Declined -0.3	Maintained 0		Maintained 0
301	14		214

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0.2	0

Conclusions based on this data:

1. The strong behavior support systems of Lake Canyon Elementary are effective and will be sustained. Students are more engaged and ready to participate with improved choices to support learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learner Engagement

LEA/LCAP Goal

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

Goal 1

Engaging the K-grade 6 learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below,

Fall to Winter DRA data increased by 4%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Fall to Winter MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and both Eureka pacing guides are needed at all grade levels

Fall to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Misassignments of teachers will remain at 0.	Baseline: 2020-21 Actual Outcome: 2021-22 Misassignments of teachers are 0	Expected misassignments of teachers will be 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in the 60th percentile and higher for Math on NWEA MAP will increase 10% fall to winter.	Baseline: 2020-21 Actual Outcome: 2021-22: Students in the 60th percentile and higher for Math on NWEA MAP has increased 4% from 34% in the fall to 37% in the winter .	Students expected to be in the 60th percentile and higher for math on NWEA MAP will increase to 47%.
Students in the 60th percentile and higher for reading on NWEA MAP will increase 10% fall to winter.	Baseline: 2020-21 Actual Outcome: 2021-22: Students in the 60th percentile and higher for Reading on NWEA MAP increased 4% from 35% in the fall to 39% in the winter.	Students expected to be in the 60th percentile and higher for reading on NWEA MAP will increase to 49%.
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Baseline: 2019 CA Dashboard All students: GREEN, 4.1 points below standard White: BLUE, 27.3 points above standard Hispanic: ORANGE, 24.3 points below standard Socioeconomically Disadvantaged: YELLOW, 28.4 points below standard Students with Disabilities: YELLOW, 66 points below standard All English Learners: YELLOW 39.2 points below standard Actual Outcome: not available	All students: GREEN, 5.9 points above standard White: BLUE, 37.3 points above standard Hispanic: ORANGE, 14.3 points below standard Socioeconomically Disadvantaged: YELLOW, 18.4 points below standard Students with Disabilities: YELLOW, 56 points below standard All English Learners: YELLOW 29.2 points below standard
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in ELA.	Baseline: 019 CA Dashboard All students: GREEN, 10.2 points above standard White: GREEN, 36 points above standard Hispanic: ORANGE, 8.7 points below standard	All students: GREEN, 20.2 points above standard White: GREEN, 46 points above standard Hispanic: ORANGE, 1.3 points above standard Socioeconomically Disadvantaged: ORANGE, 7.7 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged: ORANGE, 17.7 points below standard Students with Disabilities: YELLOW, 57.5 points below standard All English Learners: ORANGE 28.7 points below standard Actual Outcome: not available	Students with Disabilities: YELLOW, 47.5 points below standard All English Learners: ORANGE 18.7 points below standard
K-2nd grade students meeting/exceeding their grade level Reading targets on the winter District Reading Assessments (DRAs) will increase 5%.	Baseline: 2020-21 TK-2nd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) is 70% Actual Outcome: 2021-22: K-2nd grade students meeting/exceeding their grade level Reading targets on the winter District Reading Assessments (DRAs) is 51%	K-2nd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase to 75%.
School English Learner reclassification rate will increase by 1%.	Baseline 2020-21 English Learner reclassification rate is 15% Actual Outcome: 2021-22 School English Learner reclassification rate is 13%	School English Learner reclassification rate will increase to 14%
Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	Baseline 2020-21: 100% of students are taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources. Actual Outcome: 2021-22: 100% of students are taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources.	Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.	Baseline 2020-21: TK-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS is at 100%. Actual Outcome 2021-22: 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%.	Baseline 2020-21: Students utilizing technological resources as needed in order to support academic growth is 100%. Actual Outcome 2021-22: Students utilizing technological resources as needed in order to support academic growth is 100%.	Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	Baseline 2020-21: Student with access to courses in the Visual and Performing Arts (VAPA) is at 100%. Actual Outcome 2021-22: Student with access to courses in the Visual and Performing Arts (VAPA) is at 100%.	Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.
The school's California School Dashboard Academic Indicator for Mathematics change will indicate "Increased" demonstrating progress to remain in the status of "green".	2019 Baseline: The school's California School Dashboard Academic Indicator for Mathematics change indicates the status of "green". 2021-22: Not reported	The school's California School Dashboard Academic Indicator for Mathematics change will indicate "Increased" demonstrating progress to remain in the status of "green".
The school's California School Dashboard Academic Indicator	2019 Baseline: The school's California School Dashboard	The school's California School Dashboard Academic Indicator

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
for ELA change will indicate "Increased" demonstrating progress towards a Status of "green".	Academic Indicator for ELA change indicates the status of ".yellow". 2021-22: Not reported	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".	2019 Baseline: The school's California School Dashboard Academic Indicator for English Learner Progress change indicates the status of "yellow". 2021-22: Not reported	The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress to the status of "green".
The participation rate of 3rd-8th grade Students With Disabilities taking the the Mathematics & ELA CAASPP will meet or exceed 95%.	2019 Baseline: CA Dashboard Participation rate of 3rd-8th grade Students With Disabilities the Mathematics 100% ELA 100% 2021-22: Not reported	2019 Participation rate of 3rd-8th grade Students With Disabilities the Mathematics 100% ELA 100%
Parent use of Synergy Parent Vue will increase 10% annually	2021-22 Baseline: 61% of the parents are using Parent Vue.	Increase to 71%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Personalized Learning Plans/Goal Setting implemented K through grade 6. 100% of students reach one year or more than one year of growth.

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

Amount(s)   Source(s)

12,288.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
140.83	LCFF - Supplemental 4000-4999: Books And Supplies Amazon
694.05	Title I 4000-4999: Books And Supplies School Datebooks
2,260.00	LCFF - Supplemental None Specified Release Time
83,011.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants/Bilingual Instructional Assistants

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)
300.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
1,130.00	LCFF - Supplemental None Specified Release Time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

K-2nd grade level student reading proficiency will increase to 75% proficiency as measured by DRA. Classified aides will offer reading strategies and intervention. School site implements a response to intervention model based on offering multiple tiered supports systems.

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

Amount(s)	Source(s)
1,800.00	LCFF - Supplemental None Specified Sub IA
1,400.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
718.00	Title I None Specified Sub IA
95.00	Title I 2000-2999: Classified Personnel Salaries Extra Time

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

100% of all students are taught with current adopted Benchmark ELA materials which are aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.

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

Amount(s)	Source(s)
120.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Center for the Collaborative Classroom
6,887.83	Title I 4000-4999: Books And Supplies

	Center for the Collaborative Classroom
2,428.84	Title I 4000-4999: Books And Supplies Amazon
1,313.67	LCFF - Supplemental 4000-4999: Books And Supplies Center for the Collaborative Classroom
54.50	LCFF - Supplemental 4000-4999: Books And Supplies Teachers Pay Teachers
697.53	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
18.95	Title I 4000-4999: Books And Supplies Great Minds
50.29	Title I 4000-4999: Books And Supplies ETA/Cuisenaire

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.

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

Amount(s)	Source(s)
2,878.00	Title I 4000-4999: Books And Supplies IXL Learning
870.00	Title I 4000-4999: Books And Supplies Happy Numbers Inc.
500.00	Title I 4000-4999: Books And Supplies Generation Genius, Inc.
23.60	LCFF - Supplemental

	4000-4999: Books And Supplies Moby Max LLC
2,500.00	Title I 4000-4999: Books And Supplies Zearn Inc
2,652.00	Title I 4000-4999: Books And Supplies Matific USA Inc
279.00	Title I 4000-4999: Books And Supplies Formative
59.88	Title I 4000-4999: Books And Supplies GimKit
512.50	LCFF - Supplemental 4000-4999: Books And Supplies XtraMath
99.00	Title I 4000-4999: Books And Supplies EdTech Classroom

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

In order to engage all stakeholders in the educational process,100% of all learners will have access to
interoperable systems that enable collaboration in the development and maintenance of personalized
learning plans/goal setting for all learners as measured by report cards and on-line professional learning plan
systems. Professional development opportunities are based upon data trend needs and learner observations in both virtual and in-person settings.
Performance Management Systems (PMS) parent and student portals provide families real
time student performance data and school communications. All staff receive annual training
regarding district and school site policies and procedures regarding sexual harassment and uniform
complaint protocol.

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

Amount(s)	Source(s)
550.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Seesaw

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Placer County Office of Education
670.00	LCFF - Supplemental None Specified Release Time - Professional Development Trainings
25.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time - Professional Development Trainings
735.00	Title I None Specified Release Time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

A wide variety of extended day activities and intervention support sessions will be offered to all students. Extended day opportunities 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)
374.13	Title I 4000-4999: Books And Supplies School Outfitters
796.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Time
1,932.26	Title I 4000-4999: Books And Supplies Troxell Communications Inc
1,670.00	LCFF - Supplemental None Specified Release Time
177.45	Title I 4000-4999: Books And Supplies Fitness Finders

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

School site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional Learning supports for all students. MTSS team meetings, professional development, Positive Behavior Interventions & Support (PBIS) and school & community collaboration are key elements.

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

Amount(s)	Source(s)
5,300.00	Title I None Specified Release Time
35.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time

Annual Review

SPSA Year Reviewed: 2021-22

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 the COVID-19 school closure and unavailable student achievement data because no state testing and end of year district assessments were administered, we have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:
MAP Reading and Mathematics and DRA Fall to Winter data.

Lake Canyon classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Lake Canyon met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

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

Goal 2

Promoting K-grade 6 whole learner development through social and emotional learning opportunities in a variety of learning environments.

Identified Need

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

Chronic Absenteeism: 28% in the '21-'22 school year. The 2021-22 school year included 2 suspensions.

On the most recent CalSCHLS grades 5-8 student Survey:
Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

Social Emotional Learning (SEL): All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make SEL a priority and integrated throughout the school day

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

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers. A strong use of RULER and Second Step strategies and supports will be implemented with 100% of staff and students in order to strengthen staff and student SEL well-being and readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
85% of more Students are feeling safe, engaged and hopeful per the Cal Schools Survey.	Baseline 2020-21: Students are hopeful and engaged per the Cal Schools Survey. Grades 5/6 results by percentage: School connectedness 76/ 82 Academic motivation 78/ 68 Caring adults in school 83/ 88 High expectations-adults in school 88 /96 Meaningful participation 38/52 Facilities upkeep 100/ 96 Parent involvement in schooling 87/ 79 Social and emotional learning supports 81 /93 Anti-bullying climate 78 /88 Feel safe at school 86 /88 Saw a weapon at school 19 /0 Rule clarity 86/ 88 Students well behaved 67/ 85 Students treated fairly when break rules 67/ 72 Students treated with respect 90/ 96 Alcohol or drug use 24/ 23 Marijuana use 0/ 0 Cigarette use 0/ 0 Experienced sadness 10/ 19 Actual Outcomes 2021-22: Students are hopeful and engaged per the Cal Schools Survey. Grades 5/6 results by percentage: School connectedness 67/75 Academic motivation 68/78 Caring adults in school 62/79 High expectations-adults in school 81/91 Meaningful participation 30/52 Facilities upkeep 76/82 Parent involvement in schooling 79/77 Social and emotional learning supports 69/76 Anti-bullying climate 65/69 Feel safe at school 70/79 Saw a weapon at school 12/11	Students will take the Cal Schools Survey and results will continue to improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	School Disciplinary Environment Grades 5/6 results by percentage: Rule clarity 68/76 Students well behaved 35/34 Students treated fairly when break rules 41/69 Students treated with respect 74/75 Alcohol or drug use 9/41 Marijuana use 0/ 0 Cigarette use 0/ 0 Vaping 0/ 0 Experienced sadness 24/24	
Chronic absenteeism will decrease by 1%	Baseline: 2019 CA Dashboard All students: GREEN, 9.5% chronically absent White: BLUE, 3.7% chronically absent Hispanic: ORANGE, 11.8% chronically absent Socioeconomically Disadvantaged: YELLOW, 13% chronically absent Students with Disabilities: YELLOW, 15.8% chronically absent All English Learners: GREEN 7.9% chronically absent 2021-22 District data: Chronic Absenteeism- 28%	All students: GREEN, 8.5% chronically absent White: BLUE, 2.7% chronically absent Hispanic: YELLOW, 10.8% chronically absent Socioeconomically Disadvantaged: YELLOW, 12% chronically absent Students with Disabilities: YELLOW, 14.8% chronically absent All English Learners: GREEN 6.9% chronically absent
School attendance will be maintained at 96% or greater.	School attendance rate is 96%	School attendance rate will be maintained at 96% or greater.
School suspension rate will revert to 0.	2019 CA Dashboard All students: BLUE, 0% suspended at least once White: BLUE, 0% suspended at least once Hispanic: BLUE, 0% suspended at least once Socioeconomically Disadvantaged: BLUE, 0% suspended at least once	School suspension rate will revert back to: BLUE, 0% suspended at least once

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities: BLUE, 0% suspended at least once All English Learners: BLUE, 0% suspended at least once 2021-22 District data Two students received in-school suspensions and school suspensions were 2.	
School expulsion rate will remain at 0.	Baseline: 2020-21 School expulsion rate is 0. Actual Outcome: 2021-22 School expulsion rate is 0.	School expulsion rate will remain at 0.
Parent engagement/use of the school's Parent Portal/Synergy-based Parent Vue will increase by 5%.	Baseline: 2021-22 Parent engagement as measured by the use of the school's parent portal is 61%	Parent use of the school's parent portal will be 65% or higher.
Many opportunities for stakeholder participation and involvement in the school's SPSA process to provide feedback will be provided by the district in both English and Spanish. (ELAC, SSC, Leadership, etc...)	Baseline: 2020-22 Five or more opportunities exist for stakeholder participation and involvement Actual Outcome 2021-22 Maintained Five or more opportunities for stakeholder participation and involvement	Five or more opportunities for stakeholder participation and involvement in the school's SPSA process to provide feedback will be provided by the district in both English and Spanish. (ELAC, SSC, Leadership, etc...) will be maintained.
CalSCHLs Survey Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree in areas that are below 90%.	Baseline: 2020-21 CalSCHLs Parent survey was completed by 145 families with Parent survey an overall response of at least 75% of responses in key areas: actively seeks the input of parents before making important decisions.= 70% promotes academic success for all students. = 84%	Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	motivates students to learn. =86% provides quality counseling or other ways to help students with social or emotional needs.= 56% has adults who really care about students. = 89% is a supportive and inviting place for students to learn. = 93% is a safe place for my child. = 96% promotes respect of all cultural beliefs and practices. = 69% Actual Outcomes: 2021-22 CalSCHLs Parent survey was completed by 72 families with an overall response of at least 75% of responses in key areas: actively seeks the input of parents before making important decisions. = 71% promotes academic success for all students. = 88% motivates students to learn.=83% provides quality counseling or other ways to help students with social or emotional needs. = 56% has adults who really care about students.= 96% is a supportive and inviting place for students to learn. = 92% is a safe place for my child.= 97% promotes respect of all cultural beliefs and practices. = 67%	
Lake Canyon will continue to offer a wide variety of tech integration learning programs and opportunities in an extended day setting based	2020-21 Lake Canyon offers a wide variety of tech integration learning programs and opportunities in an extended day setting based around student strengths and interests.	Lake Canyon will continue to offer a variety of tech integration learning programs and opportunities in an extended day setting based

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
around student strengths and interests.		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. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.	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. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.	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. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.
At least 65% of the students served in Extended Learning Summer Opportunites will be students from our unduplicated students' group (Low SES, EL, foster)	Baseline 2020-21, 65% of the students served in the Extended Learning Summer program Actual Outcome 2021-22: To be determined	Maintain 65% of the students served in the Extended Learning Summer

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Chronic absenteeism will decrease as school will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for truancy and collaborate with families to develop preventative measures to reduce truancy. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Lifechangers Intl

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

Strategy/Activity

School suspension and expulsion rates will remain at zero. School will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for suspension and collaborate with families to develop preventative measures to reduce suspension.   Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.

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

Amount(s)	Source(s)
84.00	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
1,000.00	Title I 2000-2999: Classified Personnel Salaries Yard Supervisors - SEL Restorative Practices & Safety Trainings
549.59	Title I 4000-4999: Books And Supplies Amazon
1,550.00	Title I 2000-2999: Classified Personnel Salaries Extra Time

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming. In addition, CA State Standards will be reinforced with additional emphasis on college and career opportunities and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

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

Amount(s)	Source(s)
750.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Nancy Quiaoit

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

Strategy/Activity

In order to engage all stakeholders in the educational process,100% of all learners will have access to
interoperable systems that enable collaboration in the development and maintenance of personalized
learning plans for all learners as measured by PLP reports and on-line professional learning plan systems. Professional development opportunities are based upon data trend needs and learner observations in both virtual and in-person settings.
Performance Management Systems (PMS) parent and student portals provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol.
Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies.
School social worker uses Second Step curriculum as the primary platform to support student SEL.

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

Amount(s)	Source(s)
269.00	Title I Part A: Parent Involvement

	2000-2999: Classified Personnel Salaries Extra Time
289.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Extra Time

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.

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

Amount(s)	Source(s)
300.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

Strategy/Activity

A wide variety of school day and extended day activities, intervention support sessions will be offered to all students. These opportunities will be built and offered both virtually and in-person taking into consideration student strengths and interests. Access to 21st century tools and skills will be maximized as extended day programming centers around civic, college and career readiness.

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

Amount(s)	Source(s)
384.00	Title I 4000-4999: Books And Supplies Greenfield Learning Inc.
300.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Extra Time
4,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Time
2,979.26	Title I 4000-4999: Books And Supplies Studies Weekly
289.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Lake Canyon classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Lake Canyon met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023 to provide staff with the resources and tools to support a decrease in chronic absenteeism and suspensions, and the maintenance of zero expulsions. Staff will continue to be equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker will continue to use Second Step curriculum as the primary platform to support student SEL.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$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	$152,591.16

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	$39,453.06
Title I Part A: Parent Involvement	$1,108.00
Title III	$12,288.00

Subtotal of additional federal funds included for this school: $52,849.06

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	$99,742.10

Subtotal of state or local funds included for this school: $99,742.10

Total of federal, state, and/or local funds for this school: $152,591.16

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	109,442	9,699.90
Title I	43,946	4,492.94
Title I Part A: Parent Involvement	1,108	0.00
Title III	12,288	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	99,742.10
Title I	39,453.06
Title I Part A: Parent Involvement	1,108.00
Title III	12,288.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,374.00
2000-2999: Classified Personnel Salaries	100,573.00
4000-4999: Books And Supplies	29,691.16
5800: Professional/Consulting Services And Operating Expenditures	2,670.00
None Specified	14,283.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,796.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	85,371.00

4000-4999: Books And Supplies	LCFF - Supplemental	2,045.10
None Specified	LCFF - Supplemental	7,530.00
1000-1999: Certificated Personnel Salaries	Title I	289.00
2000-2999: Classified Personnel Salaries	Title I	2,645.00
4000-4999: Books And Supplies	Title I	27,096.06
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,670.00
None Specified	Title I	6,753.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	289.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	269.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	550.00
2000-2999: Classified Personnel Salaries	Title III	12,288.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	138,347.31
Goal 2	14,243.85

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Judith Hayes	Principal
Fred Sheldon	Classroom Teacher
Valerie Seamons	Classroom Teacher
Alicia Lopez	Classroom Teacher
Keturah Samuels	Parent or Community Member
Patricia Lopez	Parent or Community Member
Maricela Oregel	Parent or Community Member
Nichole Howard	Parent or Community Member
John Hall	Parent or Community Member
Alejandra Valencia	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Lake Canyon School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 4, 2021.

Attested:

Principal, Judith P Hayes on 6/4/21
SSC Chairperson, Fred Sheldon on 6/4/2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marengo Ranch Elementary School	34 67348 6114185	May 25, 2022	

Purpose and Description

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

X Schoolwide Program

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

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

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student surveys are conducted annually for all 5th and 6th graders through the California Healthy Kids Survey. While the survey response rates remain relatively low with only 58% of fifth graders and 60% of sixth graders participating, there are general indicators of how students feel related to School Engagement and Supports, School Safety, School Disciplinary Environment, and Substance Use and Physical/Mental Health. Generally, students feel connected and safe at school, and they are motivated to learn. For school discipline, they felt that the rules are clear and they are treated with respect. Substance use is not an issue at school. Meaningful participation (36% / 43%) and school boredom (47% / 49%) are two areas that ranked lower than 50%, indicating there is room for improvement in this category.

For the parent survey, it is evident that we are still trying to reconnect with families following the pandemic restrictions that were put in place. While our school facilities are clean and well-maintained, areas we need to strengthen are:

School actively seeks the input of parents before making important decisions
Teachers communicate with parents about what students are expected to learn in class
Providing information about why your child is placed in a particular group or class
Providing information about how to help your child with homework
Provides quality counseling or other ways to help students with social or emotional needs
Has quality programs for my child's talents, gifts, or special needs
Provides parents with advice and resources to support my child's social and emotional needs

The teacher survey, the majority indicated that Marengo is a supportive and inviting place for students to learn. Adults have high expectations and promote academic success for all students. Teachers go out of their way to help students and their is a great sense of trust and collegiality among staff. Areas the staff would like to focus on are motivating students to complete schoolwork and improving student readiness to learn. Staff felt that student depression is concern and there are supports needed in the areas of adequate counseling and support 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.

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Marengo Ranch Elementary School staff members continually conduct comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Core reading instruction (SIPPS and Benchmark), taught by all teachers, is also supported by targeted intervention from support staff.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Professional Learning Communities (PLCs) continue to utilize local, state, and norm-referenced data to strengthen student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet "Highly Qualified" teacher requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Marengo Ranch will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The GJUESD district and site administrators, and teachers participate in staff development designed to support standards, student performance, and professional needs. 2021-2022 Professional Development focused on foundational skills in the area of reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals are responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or other staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Professional Learning Communities continue to collaborate each week, focusing on student needs and instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are all aligned with the Common Core Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes for reading/language arts and mathematics adhere to recommended guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level PLC's have some flexibility with lesson pacing in order to meet the personalized needs of each learner.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Engage New York/Eureka Math (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 is available through extended day opportunities. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. MTSS site teams meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

Evidence-based educational practices to raise student achievement

Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Monthly MTSS referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and Reclassified ELs will benefit from the resources provided by state and federal Title I and Title III funds.

Marengo Ranch Elementary School is fortunate to house a full time social worker. Our social worker implements programs which support all learners. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to staff, families, and learners. There is a focus on attendance intervention, developing behavior contracts, and providing on-going workshops for families and staff.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC), English Learner Advisory Council (ELAC), Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The ELAC made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Instructional assistants (IAs) and bilingual Instructional assistants (BIAs) are provided through Title I and Title III funding. Services provided support in the area of reading instruction and intervention.

Fiscal support (EPC)

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

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 met several times throughout the school year to review and update the SPSA. The updated SPSA was approved by the SSC on Wednesday, May 25, 2022.

Resource Inequities

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

No resource inequities were identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

	Student Enrollment by Grade Level		
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	89	83	91
Grade 1	79	82	61
Grade 2	67	82	76
Grade3	87	70	79
Grade 4	72	86	63
Grade 5	68	73	87
Grade 6	70	75	68
Total Enrollment	532	551	525

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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	53	48	60	10.0%	8.7%	11.4%
Fluent English Proficient (FEP)	49	55	46	9.2%	10.0%	8.8%
Reclassified Fluent English Proficient (RFEP)	11	11	3	19.6%	20.8%	6.3%

Conclusions based on this data:

1. English Learner enrollment increased in 20-21.

2. The number of Fluent Proficient Students is down from the previous school year.

3. The number of students reclassified at Fluent English proficient is down considerably from 19-20 to 20-21.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	66	86	79	66	86	0	66	86	0	100	100	0.0
Grade 4	68	70	63	67	70	0	67	70	0	98.5	100	0.0
Grade 5	66	68	90	64	68	0	64	68	0	97	100	0.0
Grade 6	95	73	66	95	71	0	94	71	0	100	97.3	0.0
All Grades	295	297	298	292	295	0	291	295	0	99	99.3	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2443.	2444.		28.79	36.05		31.82	26.74		18.18	22.09		21.21	15.12	
Grade 4	2472.	2473.		26.87	27.14		26.87	27.14		25.37	22.86		20.90	22.86	
Grade 5	2515.	2502.		25.00	20.59		26.56	33.82		34.38	16.18		14.06	29.41	
Grade 6	2517.	2525.		11.70	14.08		30.85	36.62		35.11	25.35		22.34	23.94	
All Grades	N/A	N/A	N/A	21.99	25.08		29.21	30.85		28.87	21.69		19.93	22.37	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.79	32.56		50.00	48.84		21.21	18.60	
Grade 4	34.33	31.43		40.30	42.86		25.37	25.71	
Grade 5	32.81	29.41		56.25	47.06		10.94	23.53	
Grade 6	22.34	22.54		46.81	52.11		30.85	25.35	
All Grades	28.87	29.15		48.11	47.80		23.02	23.05	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	33.33	26.74		43.94	56.98		22.73	16.28	
Grade 4	25.37	22.86		47.76	52.86		26.87	24.29	
Grade 5	28.13	25.00		46.88	51.47		25.00	23.53	
Grade 6	15.96	15.49		58.51	63.38		25.53	21.13	
All Grades	24.74	22.71		50.17	56.27		25.09	21.02	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	19.70	19.77		63.64	65.12		16.67	15.12	
Grade 4	20.90	14.29		61.19	64.29		17.91	21.43	
Grade 5	17.19	13.24		73.44	61.76		9.38	25.00	
Grade 6	17.02	11.27		63.83	73.24		19.15	15.49	
All Grades	18.56	14.92		65.29	66.10		16.15	18.98	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	34.85	24.42		54.55	59.30		10.61	16.28	
Grade 4	20.90	21.43		61.19	55.71		17.91	22.86	
Grade 5	31.25	22.06		53.13	50.00		15.63	27.94	
Grade 6	26.60	19.72		56.38	56.34		17.02	23.94	
All Grades	28.18	22.03		56.36	55.59		15.46	22.37	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	66	86	79	66	86	0	66	86	0	100	100	0.0
Grade 4	68	70	63	67	70	0	67	70	0	98.5	100	0.0
Grade 5	66	68	90	64	68	0	64	68	0	97	100	0.0
Grade 6	95	73	66	95	72	0	95	72	0	100	98.6	0.0
All Grades	295	297	298	292	296	0	292	296	0	99	99.7	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2427.	2431.		10.61	13.95		33.33	33.72		34.85	23.26		21.21	29.07	
Grade 4	2457.	2455.		11.94	7.14		29.85	25.71		31.34	40.00		26.87	27.14	
Grade 5	2501.	2507.		15.63	22.06		15.63	16.18		42.19	35.29		26.56	26.47	
Grade 6	2516.	2509.		16.84	11.11		20.00	23.61		34.74	34.72		28.42	30.56	
All Grades	N/A	N/A	N/A	14.04	13.51		24.32	25.34		35.62	32.77		26.03	28.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.76	24.42		43.94	38.37		30.30	37.21	
Grade 4	26.87	15.71		31.34	37.14		41.79	47.14	
Grade 5	20.31	30.88		48.44	30.88		31.25	38.24	
Grade 6	23.16	13.89		37.89	41.67		38.95	44.44	
All Grades	23.97	21.28		40.07	37.16		35.96	41.55	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.24	24.42		48.48	50.00		27.27	25.58	
Grade 4	17.91	14.29		53.73	45.71		28.36	40.00	
Grade 5	21.88	19.12		51.56	55.88		26.56	25.00	
Grade 6	15.79	15.28		49.47	51.39		34.74	33.33	
All Grades	19.52	18.58		50.68	50.68		29.79	30.74	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.21	27.91		60.61	50.00		18.18	22.09	
Grade 4	17.91	12.86		50.75	51.43		31.34	35.71	
Grade 5	14.06	19.12		54.69	50.00		31.25	30.88	
Grade 6	12.63	15.28		55.79	44.44		31.58	40.28	
All Grades	16.10	19.26		55.48	48.99		28.42	31.76	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1437.8	*	*	1433.4	*	*	1447.6	*	*	12	8	9
1	*	1471.7	1437.1	*	1462.9	1448.6	*	1480.2	1425.3	*	15	12
2	*	*	*	*	*	*	*	*	*	*	7	7
3	*	*	1499.4	*	*	1513.9	*	*	1484.5	*	7	14
4	*	*	*	*	*	*	*	*	*	*	9	4
5	*	*	1530.9	*	*	1528.3	*	*	1533.0	*	*	14
6	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										50	51	65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
1	*	13.33	8.33		53.33	33.33		26.67	25.00		6.67	33.33	*	15	12
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	21.43	*	*	28.57	*	*	42.86	*	*	7.14	*	*	14
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	21.43	*	*	42.86		*	35.71		*	0.00	*	*	14
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	48.00	19.61	16.92	26.00	49.02	44.62	*	25.49	30.77	*	5.88	7.69	50	51	65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
1	*	0.00	25.00	*	73.33	16.67		20.00	33.33		6.67	25.00	*	15	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	42.86	*	*	42.86	*	*	14.29	*	*	0.00	*	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	35.71	*	*	57.14		*	7.14		*	0.00	*	*	14
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	58.00	23.53	32.31	22.00	58.82	46.15	*	11.76	16.92	*	5.88	4.62	50	51	65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
1	*	26.67	8.33	*	13.33	25.00		53.33	33.33		6.67	33.33	*	15	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	7.14		*	7.14	*	*	71.43	*	*	14.29	*	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	21.43	*	*	7.14		*	64.29		*	7.14	*	*	14
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	40.00	13.73	10.77	24.00	33.33	26.15	22.00	49.02	50.77	*	3.92	12.31	50	51	65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	60.00	41.67		40.00	33.33		0.00	25.00	*	15	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	35.71	*	*	64.29	*	*	0.00	*	*	14
4	*	*	*		*	*	*	*	*	*	*	*
5	*	*	14.29	*	*	78.57		*	7.14	*	*	14
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	62.00	33.33	24.62	26.00	62.75	66.15	*	3.92	9.23	50	51	65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	0.00	16.67	*	86.67	66.67		13.33	16.67	*	15	12
2	*	*	*		*	*	*	*	*	*	*	*
3	*	*	42.86	*	*	42.86	*	*	14.29	*	*	14
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	78.57		*	21.43		*	0.00	*	*	14
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	60.00	29.41	49.23	28.00	62.75	41.54	*	7.84	9.23	50	51	65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	12	*	*
1	*	40.00	8.33		53.33	58.33		6.67	33.33	*	15	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	7.14	*	*	50.00	*	*	42.86	*	*	14
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	21.43	*	*	64.29		*	14.29	*	*	14
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	36.00	21.57	10.77	40.00	58.82	66.15	24.00	19.61	23.08	50	51	65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	91.67	*	*		*	*	*	*	*	12	*	*
1	*	13.33	8.33	*	86.67	50.00		0.00	41.67	*	15	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	14.29	*	*	78.57	*	*	7.14	*	*	14
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	7.14	*	*	85.71		*	7.14	*	*	14
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	52.00	17.65	12.31	42.00	80.39	70.77	*	1.96	16.92	50	51	65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Data conclusions are challenging due to small numbers of English Learners at each grade level.

2. Reading and Writing domains are the most challenging areas for our English Learners.

3. There is an increase in the percentage of students who scored in the well-developed range.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
525	**41.0**	**11.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	60	11.4
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	215	41.0
Students with Disabilities	105	20.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.9
American Indian or Alaska Native	3	0.6
Asian	16	3.0
Filipino	3	0.6
Hispanic	263	50.1
Two or More Races	18	3.4
Native Hawaiian or Pacific Islander	2	0.4
White	209	39.8

Conclusions based on this data:

1. 41% 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 20% of the student population.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Marengo Ranch shows adequate performance and growth in ELA and mathematics.

2. Chronic Absenteeism is very low, but has dipped into the yellow range.

3. Suspension rates are low and are in the green range.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
3.2 points above standard	37.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.5 points	Declined -11 points	
		2
291	49	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	27.2 points below standard	65.1 points below standard
	Declined -4.5 points	Increased Significantly ++32 points
7	141	41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	1	9	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
20.4 points below standard	12.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	23.4 points above standard
Declined -5 points	Declined -6.3 points		Increased ++4 points
130	11	4	132

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84.1 points below standard	3.1 points below standard	11.8 points above standard
Declined -3.1 points	Declined -4.1 points	Increased ++3.8 points
21	28	234

Conclusions based on this data:

1. English Learners, Hispanic, and Socioeconomically Disadvantaged students have shown increases in scores, but are still below the standard.

2. Scores for students with disabilities has also increased slightly.

3. Materials for special education students have been purchased for ELA and math programs have been previewed for potential purchasing.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
21.7 points below standard	63.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.3 points	Declined -12.5 points	2
292	50	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	43.6 points below standard	72.6 points below standard
7	Increased ++3.8 points	Increased Significantly ++60.1 points
	142	42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	1	9	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
44.2 points below standard	16.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	1.2 points below standard
Maintained -1.8 points	Increased Significantly ++20.7 points	4	Increased ++9.1 points
131	11		132

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.2 points below standard	50.6 points below standard	11.6 points below standard
Increased ++12.3 points	Declined Significantly -21.2 points	Increased ++5.3 points
21	29	234

Conclusions based on this data:

1. EL's and Hispanic subgroup scores have dropped into the red range.

2. Students with disabilities have improved and are in the yellow range.

3. Math is an area of focus for our school and for our special education classrooms.

School and Student Performance Data

Academic Performance
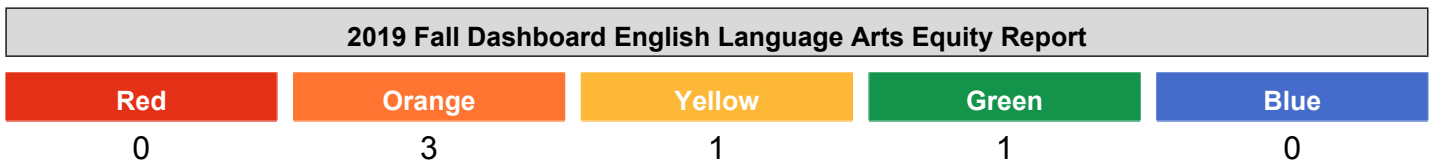## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.1 making progress towards English language proficiency
Number of EL Students: 42
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	38.0	4.7	33.3

Conclusions based on this data:

1. 5 students scored in the Level 1, Beginning Stage.

2. 74% of our English Learners scored in the Level 3 and 4 ranges.

3. 8 students scored in the Level 2, somewhat Developed range.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	3	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
6.2	8.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Declined -3	3
546	59	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
50	10.9	9.4
Increased +35.7	Increased +2.5	Declined -2.5
14	257	96

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.3	Less than 11 Students - Data Not Displayed for Privacy
5	1	Increased +0.7	3
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
8.3	5	Less than 11 Students - Data Not Displayed for Privacy	4.7
Increased +1.7	Declined -6.1	4	Declined -0.7
242	20		255

Conclusions based on this data:

1. The 2019/2020 chronic absenteeism rate for Marengo Ranch was 8.7%

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report
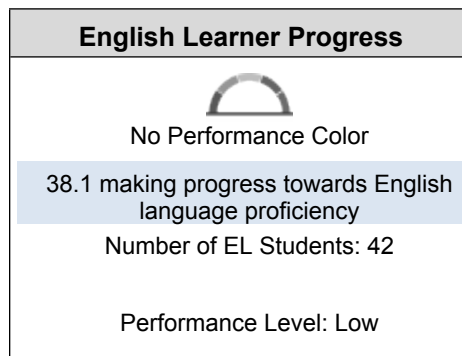
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
0.5	0	Less than 11 Students - Data Not 3
Increased +0.5	Maintained 0	
553	59	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
0	1.2	1
Maintained 0	Increased +1.2	Increased +1
15	260	96

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 5	Less than 11 Students - Data 1	0	Less than 11 Students - Data 3
		Maintained 0	
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
1.2	0	Less than 11 Students - Data 4	0
Increased +1.2	Maintained 0		Maintained 0
244	20		260

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0.5

Conclusions based on this data:

1. In 2019/2020, 7 students were suspended for physical altercations at school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Goal 1

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below,

Fall to Winter DRA data increased by 1%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Fall to Winter MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and both Eureka/CPM pacing guides are needed at all grade levels

Fall to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-2nd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year	Baseline 2020-21 DRA's for 3rd trimester - 60% of students met/exceeded DRA benchmarks. Actual Outcome	Increase to 66%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022 winter DRA's - 56% of students met/exceeded DRA benchmarks.	
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Math on winter MAP will increase at least 5% each year.	Baseline 2020-21 spring MAP - 30% of students met/exceeded 60th percentile. Actual Outcome 2022 winter MAP Math - 34% of students met/exceeded 60th percentile.	Increase to 39%
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Reading on winter MAP will increase at least 5% each year.	Baseline 2020-21 spring MAP - 39% students met/exceeded 60th percentile. 2022 winter MAP ELA - 42% students met/exceeded 60th percentile.	Increase to 47%
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Actual Outcome: not reported Baseline Fall 2019 CA Dashboard All students: YELLOW, 21.7 points below standard White: GREEN, 1.2 points below standard Hispanic: ORANGE, 44.2 points below standard Socioeconomically Disadvantaged: YELLOW, 43.6 points below standard Students with Disabilities: YELLOW 72.6 points below standard All English Learners: ORANGE, 63.9 points below standard	All students: YELLOW, 11.7 points below standard White: GREEN, 8.8 points above standard Hispanic: YELLOW, 34.2 points below standard Socioeconomically Disadvantaged: YELLOW, 33.6 points below standard Students with Disabilities: YELLOW 62.6 points below standard All English Learners: YELLOW, 53.9 points below standard
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts	Actual Outcome: not reported Baseline Fall 2019 CA Dashboard All students: YELLOW, 3.2 points above standard	All students: GREEN, 13.2 points above standard White: BLUE, 33.4 points above standard Hispanic: YELLOW, 10.4 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White: GREEN, 23.4 points above standard Hispanic: ORANGE, 20.4 points below standard Socioeconomically Disadvantaged: ORANGE, 27.2 points below standard Students with Disabilities: YELLOW, 65.1 points below standard All English Learners: ORANGE, 37.9 points below standard	Socioeconomically Disadvantaged: YELLOW, 17.2 points below standard Students with Disabilities: YELLOW, 55.1 points below standard All English Learners: YELLOW, 27.9 points below standard
The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%	Actual Outcome: 2022 to be determined Baseline 2019 ELA participation was 94% and math participation was 96%	CAASPP participation rates will meet or exceed 95%.
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	Actual Outcome: not reported Baseline 2020-21 8.1% of EL's are making progress towards English proficiency.	Increase English proficiency to 43.1%
District English Learner reclassification rate will increase at least 1% each year	Baseline Reclassification rate for 2019-20 is 21% Actual Outcome 2021-22: Reclassification rate is 14%	Increase reclassification rate to 15%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Baseline 2020-21 100% of the students are taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources. Actual Outcome 2021-22: 100% of the students are taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources.	100% of the students will continue to be taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students utilizing technological resources in order to support academic growth will be maintained at 100%	Baseline 2020-21 100% of the students utilize technological resources in order to support academic growth. Actual Outcome 2021-22:100% of the students utilize technological resources in order to support academic growth.	100% of the students will continue to utilize technological resources in order to support academic growth.
Misassignments of teachers will remain at 0	Baseline 2020-21 Misassignments of teachers is 0. Actual Outcome 2021-22: Misassignments of teachers is 0.	Misassignments of teachers will remain at 0.
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Baseline 2020-21: 100% of teachers are using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice. Actual Outcome 100% of teachers are using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice.	100% of teachers will continue to use the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice.
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students	Baseline 2020-21: Parents of English Learners, Socioeconomically Disadvantaged and Foster youth volunteer to participate and are represented at 100% of stakeholder groups and meetings. Actual Outcome 2021-22: Parents of English Learners, Socioeconomically	Representation of parents of unduplicated students will be maintained 100% at all stakeholder meetings.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Disadvantaged and Foster youth volunteer to participate and are represented at 100% of stakeholder groups and meetings.	
Parent survey will be completed by a minimum of 150 families with an increase of 10% each year	Baseline 2020-21: 133 parents completed the survey Actual Outcome: 72 parents completed the survey in 2022.	Parent survey participation will be increased 10%.
Parent use of Synergy Parent Vue will increase 10% annually	New Baseline: 65% of the parents are using Parent Vue.	Increase to 75%
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline 2020-21 FIT rating is "Good" Actual Outcome 2021-22: FIT rating is "Good"	Facilities Inspection Tool (FIT) rating provided by the CDE will be maintained at "GOOD"

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Reading and ELA Support

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

Amount(s)	Source(s)
31,698.00	Title I 2000-2999: Classified Personnel Salaries IA Salaries
61,938.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	IA and BIA Salaries
7,139.00	Title III 2000-2999: Classified Personnel Salaries BIA Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology (Lady bug upgrades) and software programs (ESGE, Starfall, Zearn)

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

Amount(s)	Source(s)
2,400.00	LCFF - Supplemental 0000: Unrestricted Technology

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Science curriculum, materials, supplies

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

Amount(s)	Source(s)
3,000.00	Title I 0000: Unrestricted Science curriculum, materials, supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Document Tracking Services to support the development of the SPSA.

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

Amount(s)	Source(s)
900.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures SPSA Document

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Supplemental support from classified employees

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

Amount(s)	Source(s)
1,667.00	Title I 2000-2999: Classified Personnel Salaries Supplemental support

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Release time for teachers to analyze student data (MAP, DRA, Attendance) and implement instruction and intervention plans.

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

Amount(s)	Source(s)
2935.70	LCFF - Supplemental 0000: Unrestricted

	Sub salaries for teacher release days

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School Compact

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

Amount(s)	Source(s)
335.30	LCFF - Supplemental 0000: Unrestricted School Compact

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conferences, workshops, professional development

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

Amount(s)	Source(s)
4,000.00	Title I 0000: Unrestricted Conferences, workshops, professional development

Annual Review

SPSA Year Reviewed: 2021-22

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 the COVID-19 school closure and unavailable student achievement data because no state testing and end of year district assessments were administered, we have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:

MAP Reading and Mathematics and DRA Fall to Winter data.

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. While we met many aspects of the stated goal, we will continue to allocate funds to provide access to professional development for staff for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers.

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

Our site MTSS Committee identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day. A key component of student success requires an intentional focus on (SEL) for all students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions. Our school social worker plays a key role in our MTSS process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily District attendance will be maintained at 96% or greater	Baseline 2019 attendance rate was 95.8% Outcome 2021-2022 attendance rate: to be determined	Daily attendance will increase to 96%
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2019 CA Dashboard All students: YELLOW, 6.2% White: GREEN, 4.7% Hispanic: ORANGE, 8.3%	All students: GREEN, 5.2% White: GREEN, 3.7% Hispanic: YELLOW, 7.3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged: ORANGE, 10.9% Students with Disabilities: GREEN, 9.4% All English Learners: GREEN 8.5% 2021-22 District Data: Chronic Absenteeism as of 4/25/22 was 31%	Socioeconomically Disadvantaged: YELLOW, 9.9% Students with Disabilities: GREEN, 8.4% All English Learners: GREEN 7.5% Decrease overall Chronic Absenteeism to 30%
The suspension rate will decrease by 0.1% or greater for every student subgroup	2019 CA Dashboard All students: GREEN, 0.5% White: BLUE, 0% Hispanic: ORANGE, 1.2% Socioeconomically Disadvantaged: ORANGE, 1.2% Students with Disabilities: YELLOW, 1% All English Learners: BLUE 0% 2021-22 District data suspensions - Six students were suspended for a total of eight suspensions.	All students: GREEN, 0.4% White: BLUE, 0% Hispanic: YELLOW, 1.1% Socioeconomically Disadvantaged: YELLOW, 1.1% Students with Disabilities: GREEN, 9% All English Learners: BLUE 0% Decrease suspension rate for all subgroups.
The expulsion rate will decrease by 0.1% or greater for every student group	Baseline: 2020-21 expulsion rate was 0% for all student groups 2022 expulsion rate was 0% for all student groups	The expulsion rate will maintain 0%.
Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%	Baseline: On the 2021 parent survey, there were 5 areas below 85%: School actively seeks the input of parents Parents feel welcome to participate in this school Communication with parents about school Student learning environment School promotes respect of cultural beliefs/practices.	Reduce the number of areas that are below 85%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual Outcome On the 2022 parent survey, these are the areas below 85%: School actively seeks the input of parents before making important decisions Teachers communicate with parents about what students are expected to learn in class Providing information about why your child is placed in a particular group or class Providing information about how to help your child with homework Provides quality counseling or other ways to help students with social or emotional needs Has quality programs for my child's talents, gifts, or special needs Provides parents with advice and resources to support my child's social and emotional needs	
Percentage of students in grades 5-8 responding"Yes, most OR all of the time" on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%	Baseline On the 2021 student survey, areas to focus on that were below 85% - School Engagement and Supports: Meaningful participation and Interest in schoolwork done at school are two areas to strengthen. Actual Outcomes On the 2022 student survey, areas to focus on that were below 85%: Caring adults in school Meaningful participation in school School connectedness Social and emotional learning supports Violence and victimization	Reduce the number of areas that are below 85%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Parent involvement in schooling	
Students access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%	Baseline: 2020-21: 100% Students in grades K-4 have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir. Actual Outcomes:100% Students in grades K-4 have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir.	100% Students in grades K-4 have continue to have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir.
At least 65% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)	Baseline 2020-21: 49% of students who attended summer school for 2021 were unduplicated students. Outcome 2021-22: to be determined	Unduplicated students attending summer school in 2022 will increase to 54%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

MTSS - Team reviews Cal SCHLS data, attendance, MAP, DRA, SBAC, and other local assessments and designs intervention strategies.

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

Amount(s)   Source(s)

8,000.00	LCFF - Supplemental 0000: Unrestricted Substitutes to cover MTSS team members

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Extended Day

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2000 - 2999: Classified Personnel Salaries

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Parent connections: Phone calls, translations, interpretations

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

Amount(s)	Source(s)
1,018.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries BOA and BIA salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and staff

Strategy/Activity

Implement RULER skills to help staff and students identify and express feelings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or 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

Implement Second Step in all classrooms. Our social worker will play a primary role in the
implementation process.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Classified and certificated staff members, in conjunction with district level staff, were appropriately
trained and provided resources needed to achieve this articulated goal. We will continue to allocate
resources to access professional development for staff for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this
strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023 to provide staff with the resources and
tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$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	$126,031.00

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	$40,365.00
Title I Part A: Parent Involvement	$1,018.00
Title III	$7,139.00

Subtotal of additional federal funds included for this school: $48,522.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$77,509.00

Subtotal of state or local funds included for this school: $77,509.00

Total of federal, state, and/or local funds for this school: $126,031.00

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	40,365	0.00
LCFF - Supplemental	77,509.00	0.00
Title I Part A: Parent Involvement	1,018	0.00
Title III	7,139	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	77,509.00
Title I	40,365.00
Title I Part A: Parent Involvement	1,018.00
Title III	7,139.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	20,671.00
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	103,460.00
5000-5999: Services And Other Operating Expenditures	900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF - Supplemental	13,671.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	61,938.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900.00
0000: Unrestricted	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	33,365.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,018.00
2000-2999: Classified Personnel Salaries	Title III	7,139.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	116,013.00
Goal 2	10,018.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Jennifer Porter	Principal
Maria Landa	Other School Staff
Katheryn Kirkendall	Parent or Community Member
Jenne McGranahan	Classroom Teacher
Suzie Whelihan	Classroom Teacher
Lily Populis	Parent or Community Member
Kelleigh McRoberts	Parent or Community Member
Claudia Aguiar	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 5/25/2022.

Attested:

Principal, Jennifer Porter on 5/25/2022
SSC Chairperson, Jenne McGranahan on 5/25/2022

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	5-25-2022	

Purpose and Description

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

X Schoolwide Program

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

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

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2021-2022 school year, students in grades 5th and 6th again took the California Schools Survey.

The following Key Indicators of School Climate and Student Well Being shows the percentage of 5th / percentage of 6th grade students who agreed or strongly agreed. The first set of numbers reflect the 2020-2021 school year while the second set reflects the 2021-2022 school year.

School Engagement and Supports:
School connectedness 81/82, 80/77
Academic motivation 88/85, 77/82
Caring adults in school 70/73, 77/67
High expectations by adults in school 91/86, 88/79
Facilities upkeep 93/91, 95/89
Parent involvement in schooling 80/74, 82/83
Social and emotional learning supports 80/73, 82/83
Anti-bullying climate 71/70, 76/53

School Safety:
Feel safe at school 86/91, 86/80
Feel safe on way to and from school 86/93, 90/90
Been hit or pushed 40/33, 10/50
Mean rumors spread about you 27/49, 5/40
Called bad names or target of mean jokes 27/59, 14/40
Saw a weapon at school 7/15, 10/10

School Disciplinary Environment:
Rule clarity 80/89, 100/80
Students well behaved 56/65, 86/73
Students treated fairly when break rules   87/58, 81/67
Students treaded with respect 100/85, 100/87

Substance Use and Physical/Mental Health:
Alcohol or drug use 0/33, 0/20
Marijuana use 0/0, 0/10
Cigarette use 0/2, 0/9
Vaping 0/2, 0/9
Late bedtime (after 10pm) 7/ 22, 36/38

Social Emotional Health:
Belief in self (self-efficacy, persistence) 90/86, 82/76
Frequent Sadness   14/28, 18/9
Engaged living (optimism, gratitude, zest) 65/82, 77/64
Problem solving 74/69, 64/48

A summary of Key Indicators on the parent survey are as follows (results indicate the percentage that agree or strongly agree with the statement) The first number reflects the 2020-2021 percentage while the second number reflects the 2021-2022 number.

Parent Involvement:
School allow input and welcomes parents' contributions 29, 28
School encourages me to be an active partner with the school in educating my child 39, 33
School actively seeks the input of parents before making important decisions 29, 28
Parents feel welcome to participate at this school 35, 31

School Supports for Students:
School promotes academic success for all students 45, 33
School is a safe place for my child 45, 42
School motivates students to learn 39, 36
School has adults who really care about students 41, 40
School provides opportunities for meaningful student participation 34, 35

Fairness, Rule Clarity, and Respect for Diversity:
School enforces rules equally 41, 35
School treats all students with respect 46, 42
School promotes respect of all cultural beliefs and practices 28, 29

Substance Abuse and Bullying: THE SAMPLE SIZE FOR 20/21 TOO SMALL TO MEASURE
Student alcohol and drug use is NOT a large problem 97
Student vaping or e-cigarette use is NOT a large problem 98
Harassment or bullying of students is NOT a large problem 82

Facilities:
School has clean and well-maintained facilities/properties 46, 35

A summary of Key Indicators on the staff survey are as follows (results indicate the percentage that agree or strongly agree with statement). The first number reflects the 2020-2021 percentage while the second number reflects the 2021-2022 number.

School Support for Students:
Caring adult relationships 63, 52
High expectations by adults in school 64, 62
Opportunities for student participation 35, 37
Promotion of parent involvement 48, 38
Student learning environment 64, 57
Facilities upkeep 63, 52
Social emotional supports at school 49, 44
Adequate counseling/support services 50, 62
Anti-bullying climate 43, 32

School Supports for Staff:
Staff working environment 50, 40
Staff collegiality 58, 44

School Safety:
Safe for staff 55, 57
Safe for students 65, 57
Sufficient resources for a safe campus 38, n/a

Fairness, Rule Clarity, and Respect for Diversity:
Fairness and rule clarity 42, 40
Respect for diversity 48, 39

Student Behavior:
Student readiness to learn 17, 15
Cutting classes/truancy NOT a problem 95, 80
Harassment/bullying NOT a problem 95, 65

Substance Abuse and Mental Health:
Alcohol and drug use a problem 0, 0
Tobacco use a problem 0, 0
Vaping/e-cigarette use a problem 0, 0
Student depression a problem 19, 55

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. Teachers on Special Assignment (TOSAs) as well as consultants from CORE will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (TOSAs).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made.   Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Measured Academic Performance (MAP) 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. All learners receive Tier 1, core/grade level reading instruction (SIPPS and Benchmark) from credentialed teachers. Learners in grades TK-3 are placed in fluid, reading groups based on assessments. All learners not meeting reading benchmarks have actions to address their gaps in reading including intervention groups, academic conferencing, and parent-teacher conferences. A daily 30 minute Tier 2, targeted 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 TOSAs to analyze assessment data including MAP, SIPPS placement/mastery tests, DRAs, and SBAC.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Administration and teachers work collaboratively to monitor student growth. Instruction and intervention groups are continually modified based on district assessment data, as well as embedded assessments in both Eureka Math and Benchmark ELA & ELD curriculum.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the requirements and only those candidates meeting the requirements will be recruited to interview.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district TOSAs offer trainings related to the Common Core State Standards (CCSS), Benchmark ELA/ELD curriculum, Eureka Math, Next Generation Science Standards (NGSS), technology, and personalizing learning. Teachers receive professional development in the areas of Benchmark ELA/ELD, Eureka Math, SIPPS, and NGSS.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

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)

TOSAs, CORE consultants, and administrators are available to provide instructional support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our goal is to create Professional Learning Communities (PLC) focused on monitoring student growth.   Every PLC, with the guidance from administration and TOSAs and CORE consultants, will clarify learning outcomes, standards, and clear end-of-year learning outcomes/expectations for English Language Arts (ELA) & Mathematics. District TOSAs as well as consultants from CORE will calibrate grade level expectations across the district in every school, as well as, facilitating district-wide professional development on 5th Wednesdays.

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. 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 provided small groups instruction. Students access a variety of online resources that offer differentiated support at each student's personal academic level in reading and math.

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee these systems of support.   MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, 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
~Support with health services
~Counseling/Social Worker
~Free family events
~Support with technology and internet service

River Oaks Compact

Title 1 School, Parent Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge
I, as a school staff pledge to maintain to the best of our abilities:
A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.
A school where everyone is physically and emotionally safe.
A school where everyone takes responsibility for their own actions.
A school where parents, community, and staff encourage and support students to do their best.
A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.
A school where students have learning opportunities to develop 21st Century Skills.
A school where students are technologically literate and globally minded.
A school where students and staff communicate effectively and work cooperatively.
A school where students will develop critical thinking and problem solving skills.
A school where students and staff model the Eight Great Character Traits.
A school where students give to others and the greater community.

Student Pledge
I agree to carry out the following responsibilities to the best of my ability:
Come to school ready to learn and work hard.
Participate in my learning by paying attention to lessons and asking questions when I need help.
Bring necessary materials to class including backpack, folder, etc.
Complete all assigned homework including reading time.
Know and follow school and class rules.
Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
Respect the school, classmates, staff and families.
Family/Parent Pledge
I agree to carry out the following responsibilities to the best of my ability:
Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
Regularly monitor my child's progress in school and communicate the importance of education and learning to my child.
Participate in school activities when possible.

Contact my child's teacher/school when wanting/needing more information about my child
Read information sent home from the school – both student work and school information
Encourage and help my child to complete necessary reading and homework
Respect the school, staff, students, and families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for ELs. The School Site Council (SSC) is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:
~Make sure my child is on time and prepared each day for school, gets adequate sleep, regular medical attention, and proper nutrition.
~Read to my child or encourage my child to read daily.
~Monitor my child's homework and make sure study time is in a quiet place.
~Support the school's/district's homework, discipline and attendance policies.
~Know how my child is doing in school by communicating with teachers, especially if I have concerns.
~Celebrate my child's achievements, and help my child accept consequences for negative behavior.
~Ask my child about his/her day and review all information sent home from school.
~Attend Back to School Night, Parent-Teacher Conferences, Open House, and other school events.
~Encourage my child to use a variety of courseware 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.

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 reading and math intervention, extended day programs, homework clubs, curriculum coaches, and purchase supplemental curriculum.

Fiscal support (EPC)

See funding attached to goals and actions.

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 2021/2022 SPSA was shared with the School Site Counsel (SSC) on several occasions to review previous goals, update priorities, discuss expenditures and approve. The 2022/2023 SPSA was approved by the River Oaks SSC on 5/25/22.

Resource Inequities

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

No resource inequities were identified at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	93	88	64
Grade 1	85	78	74
Grade 2	70	95	64
Grade3	85	71	85
Grade 4	68	91	65
Grade 5	75	73	82
Grade 6	83	77	67
Total Enrollment	559	573	501

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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	103	110	106	18.4%	19.2%	21.2%
Fluent English Proficient (FEP)	69	57	42	12.3%	9.9%	8.4%
Reclassified Fluent English Proficient (RFEP)	11	1	5	11.2%	1.0%	4.5%

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	68	82	89	67	82	0	67	82	0	98.5	100	0.0
Grade 4	70	68	70	69	68	0	69	68	0	98.6	100	0.0
Grade 5	83	75	82	83	74	0	83	74	0	100	98.7	0.0
Grade 6	91	84	67	91	84	0	91	84	0	100	100	0.0
All Grades	312	309	308	310	308	0	310	308	0	99.4	99.7	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2447.	2446.		38.81	31.71		22.39	24.39		16.42	25.61		22.39	18.29	
Grade 4	2513.	2466.		47.83	23.53		24.64	26.47		11.59	20.59		15.94	29.41	
Grade 5	2518.	2539.		30.12	41.89		25.30	27.03		21.69	16.22		22.89	14.86	
Grade 6	2572.	2541.		36.26	22.62		37.36	30.95		16.48	27.38		9.89	19.05	
All Grades	N/A	N/A	N/A	37.74	29.87		28.06	27.27		16.77	22.73		17.42	20.13	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.85	34.15		41.79	39.02		28.36	26.83	
Grade 4	39.13	22.06		46.38	50.00		14.49	27.94	
Grade 5	33.73	43.24		40.96	43.24		25.30	13.51	
Grade 6	43.96	29.76		37.36	42.86		18.68	27.38	
All Grades	37.10	32.47		41.29	43.51		21.61	24.03	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	34.33	24.39		41.79	51.22		23.88	24.39	
Grade 4	44.93	17.65		39.13	57.35		15.94	25.00	
Grade 5	33.73	45.95		37.35	35.14		28.92	18.92	
Grade 6	43.96	29.76		37.36	48.81		18.68	21.43	
All Grades	39.35	29.55		38.71	48.05		21.94	22.40	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	25.37	29.27		58.21	63.41		16.42	7.32	
Grade 4	24.64	23.53		66.67	60.29		8.70	16.18	
Grade 5	20.48	25.68		62.65	66.22		16.87	8.11	
Grade 6	25.27	17.86		63.74	64.29		10.99	17.86	
All Grades	23.87	24.03		62.90	63.64		13.23	12.34	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	41.79	23.17		40.30	57.32		17.91	19.51	
Grade 4	47.83	19.12		43.48	54.41		8.70	26.47	
Grade 5	33.73	37.84		51.81	43.24		14.46	18.92	
Grade 6	47.25	32.14		41.76	47.62		10.99	20.24	
All Grades	42.58	28.25		44.52	50.65		12.90	21.10	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	68	82	89	68	82	0	68	82	0	100	100	0.0
Grade 4	69	68	70	69	68	0	69	68	0	100	100	0.0
Grade 5	83	75	82	83	75	0	83	75	0	100	100	0.0
Grade 6	91	84	67	91	84	0	91	84	0	100	100	0.0
All Grades	311	309	308	311	309	0	311	309	0	100	100	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2459.	2454.		33.82	28.05		27.94	36.59		16.18	14.63		22.06	20.73	
Grade 4	2491.	2474.		30.43	14.71		23.19	36.76		26.09	25.00		20.29	23.53	
Grade 5	2511.	2534.		25.30	33.33		22.89	21.33		24.10	24.00		27.71	21.33	
Grade 6	2577.	2542.		42.86	27.38		23.08	19.05		18.68	25.00		15.38	28.57	
All Grades	N/A	N/A	N/A	33.44	26.21		24.12	28.16		21.22	22.01		21.22	23.62	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.12	40.24		32.35	35.37		23.53	24.39	
Grade 4	43.48	29.41		24.64	35.29		31.88	35.29	
Grade 5	33.73	42.67		25.30	33.33		40.96	24.00	
Grade 6	56.04	35.71		26.37	30.95		17.58	33.33	
All Grades	44.69	37.22		27.01	33.66		28.30	29.13	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.29	34.15		41.18	43.90		23.53	21.95	
Grade 4	27.54	25.00		46.38	47.06		26.09	27.94	
Grade 5	20.48	25.33		45.78	45.33		33.73	29.33	
Grade 6	37.36	21.43		41.76	50.00		20.88	28.57	
All Grades	30.23	26.54		43.73	46.60		26.05	26.86	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.29	45.12		45.59	37.80		19.12	17.07	
Grade 4	42.03	22.06		37.68	47.06		20.29	30.88	
Grade 5	24.10	24.00		46.99	60.00		28.92	16.00	
Grade 6	36.26	28.57		43.96	45.24		19.78	26.19	
All Grades	34.08	30.42		43.73	47.25		22.19	22.33	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1440.2	1435.6	1412.6	1442.7	1438.5	1423.4	1434.4	1428.7	1388.1	27	22	14
1	1513.1	1488.5	1457.1	1499.1	1498.5	1458.5	1526.6	1477.8	1455.4	15	23	11
2	1531.6	1556.4	1499.8	1544.4	1547.0	1495.7	1518.5	1565.2	1503.6	19	14	18
3	1495.9	1496.5	1519.5	1485.2	1484.4	1524.0	1506.1	1508.1	1514.4	15	14	27
4	*	1511.1	1530.3	*	1496.6	1533.8	*	1524.8	1526.2	*	13	17
5	*	*	1491.3	*	*	1487.7	*	*	1494.4	*	8	12
6	*	1536.3	1520.3	*	1550.2	1518.1	*	1521.8	1522.0	*	12	13
All Grades										99	106	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.09	7.14	44.44	54.55	42.86	*	27.27	28.57	*	9.09	21.43	27	22	14
1	*	30.43	9.09	*	56.52	45.45	*	13.04	45.45		0.00	0.00	15	23	11
2	84.21	50.00	33.33	*	42.86	44.44	*	7.14	16.67	*	0.00	5.56	19	14	18
3	*	21.43	37.04	*	42.86	44.44	*	28.57	11.11	*	7.14	7.41	15	14	27
4	*	15.38	47.06	*	46.15	17.65		38.46	29.41	*	0.00	5.88	*	13	17
5	*	*	0.00	*	*	41.67		*	50.00		*	8.33	*	*	12
6	*	16.67	7.69	*	50.00	38.46	*	25.00	38.46		8.33	15.38	*	12	13
All Grades	45.45	24.53	24.11	38.38	49.06	39.29	*	20.75	27.68	*	5.66	8.93	99	106	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.85	13.64	7.14	*	59.09	42.86	*	18.18	28.57	*	9.09	21.43	27	22	14
1	73.33	39.13	18.18	*	43.48	36.36	*	17.39	45.45		0.00	0.00	15	23	11
2	84.21	64.29	38.89	*	21.43	38.89		14.29	16.67	*	0.00	5.56	19	14	18
3	*	35.71	59.26	*	35.71	29.63	*	21.43	7.41	*	7.14	3.70	15	14	27
4	*	15.38	64.71	*	61.54	17.65		15.38	11.76	*	7.69	5.88	*	13	17
5	*	*	33.33	*	*	50.00		*	8.33		*	8.33	*	*	12
6	*	41.67	23.08	*	41.67	46.15	*	8.33	23.08		8.33	7.69	*	12	13
All Grades	59.60	34.91	39.29	28.28	43.40	35.71	*	15.09	17.86	*	6.60	7.14	99	106	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	18.18	0.00	*	31.82	35.71	*	36.36	50.00	*	13.64	14.29	27	22	14
1	*	13.04	0.00	*	47.83	54.55	*	30.43	36.36		8.70	9.09	15	23	11
2	73.68	42.86	22.22	*	35.71	55.56	*	21.43	16.67	*	0.00	5.56	19	14	18
3	*	21.43	14.81	*	14.29	44.44	*	57.14	29.63	*	7.14	11.11	15	14	27
4	*	15.38	17.65	*	15.38	29.41	*	69.23	29.41	*	0.00	23.53	*	13	17
5	*	*	0.00	*	*	8.33	*	*	83.33		*	8.33	*	*	12
6	*	0.00	0.00	*	25.00	23.08	*	50.00	46.15		25.00	30.77	*	12	13
All Grades	39.39	16.98	9.82	24.24	31.13	37.50	26.26	41.51	38.39	*	10.38	14.29	99	106	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	81.48	27.27	14.29	*	59.09	57.14	*	13.64	28.57	27	22	14
1	73.33	73.91	27.27	*	26.09	63.64	*	0.00	9.09	15	23	11
2	78.95	57.14	33.33	*	42.86	61.11	*	0.00	5.56	19	14	18
3	*	14.29	62.96	*	71.43	25.93	*	14.29	11.11	15	14	27
4	*	15.38	58.82	*	76.92	35.29	*	7.69	5.88	*	13	17
5	*	*	8.33	*	*	83.33		*	8.33	*	*	12
6	*	25.00	7.69	*	50.00	69.23	*	25.00	23.08	*	12	13
All Grades	62.63	36.79	35.71	27.27	52.83	51.79	*	10.38	12.50	99	106	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.09	14.29	74.07	72.73	71.43	*	18.18	14.29	27	22	14
1	*	21.74	0.00	*	78.26	100.00		0.00	0.00	15	23	11
2	84.21	50.00	50.00	*	50.00	44.44	*	0.00	5.56	19	14	18
3	*	42.86	70.37	*	42.86	22.22	*	14.29	7.41	15	14	27
4	*	38.46	52.94	*	53.85	41.18	*	7.69	5.88	*	13	17
5	*	*	66.67		*	25.00		*	8.33	*	*	12
6	*	66.67	61.54	*	25.00	30.77		8.33	7.69	*	12	13
All Grades	55.56	35.85	49.11	38.38	54.72	43.75	*	9.43	7.14	99	106	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.09	0.00	59.26	81.82	85.71	*	9.09	14.29	27	22	14
1	*	43.48	27.27	*	47.83	54.55	*	8.70	18.18	15	23	11
2	73.68	35.71	44.44	*	64.29	50.00	*	0.00	5.56	19	14	18
3	*	7.14	18.52	*	71.43	70.37	*	21.43	11.11	15	14	27
4	*	7.69	23.53	*	84.62	41.18	*	7.69	35.29	*	13	17
5	*	*	0.00	*	*	83.33	*	*	16.67	*	*	12
6	*	0.00	7.69	*	50.00	30.77	*	50.00	61.54	*	12	13
All Grades	36.36	19.81	18.75	46.46	65.09	59.82	17.17	15.09	21.43	99	106	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	54.55	42.86	*	36.36	42.86	*	9.09	14.29	27	22	14
1	*	13.04	9.09	*	82.61	81.82		4.35	9.09	15	23	11
2	63.16	57.14	22.22	*	42.86	66.67	*	0.00	11.11	19	14	18
3	*	28.57	18.52	*	64.29	74.07	*	7.14	7.41	15	14	27
4	*	15.38	17.65	*	84.62	64.71	*	0.00	17.65	*	13	17
5	*	*	0.00	*	*	91.67		*	8.33	*	*	12
6		25.00	15.38	*	66.67	84.62		8.33	0.00	*	12	13
All Grades	49.49	31.13	18.75	46.46	62.26	71.43	*	6.60	9.82	99	106	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
501	**57.1**	**21.2**	**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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	106	21.2
Foster Youth	1	0.2
Homeless	28	5.6
Socioeconomically Disadvantaged	286	57.1
Students with Disabilities	72	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.2
American Indian or Alaska Native	5	1.0
Asian	33	6.6
Filipino	6	1.2
Hispanic	246	49.1
Two or More Races	4	0.8
Native Hawaiian or Pacific Islander	3	0.6
White	198	39.5

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. Chronic Absenteeism is an area of focus for River Oaks. We will continue to seek ways to promote regular attendance.

2. The River Oaks staff continues to find alternative ways of discipline to suspension.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
14.9 points above standard	9.1 points below standard	0 Students
Declined -14.9 points	Maintained -1.3 points	
303	92	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	7.2 points below standard	59.6 points below standard
	Declined -13.3 points	Maintained -1 points
10	193	49

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	67.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	11	4

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
8.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	44.9 points above standard
Declined Significantly -16.8 points	5	2	Declined Significantly -15.3 points
171			105

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.6 points below standard	37.4 points above standard	24.2 points above standard
Increased ++7.6 points	Increased ++4.8 points	Declined Significantly -20.8 points
42	50	201

Conclusions based on this data:

1. We are continuing to make growth with our Socioeconomically Disadvantaged students.

2. Our English Learners are continuing to receive support through designated and integrated ELD.

3. Students with Disabilities continue to be a target group. The district has purchased ELA curriculum for this group and is in the process of purchasing math curriculum that is designed to better support students with disabilities.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Yellow	
2.9 points above standard	24.2 points below standard	
Declined -8.3 points	Maintained ++2.9 points	
303	92	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	19.3 points below standard	80.7 points below standard
	Declined -7 points	Maintained ++1.7 points
10	193	49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	69.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	11	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
19.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	32.6 points above standard
Declined -7.4 points			Declined -13.7 points
171	5	2	105

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.5 points below standard	17.2 points above standard	12.8 points above standard
Increased ++4 points	Increased ++12.6 points	Declined -14.7 points
42	50	201

Conclusions based on this data:

1. We are continuing to make growth with our Socioeconomically Disadvantaged students.

2. Our English Learners are continuing to receive support through designated and integrated ELD.

3. Students with Disabilities continue to be a target group. The district is in the process of purchasing math curriculum that is designed to better support students with disabilities.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53.1 making progress towards English language proficiency
Number of EL Students: 81
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.7	27.1	13.5	39.5

Conclusions based on this data:

1. Through designated and integrated ELD, we are continuing to strive to improve English Learner progress.

2. Long Term English Learners (LTEL) continue to be a focus group.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
10.6	11.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.5	Increased +2.8	3
585	120	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
13	12	21.4
23	Increased +2.3	Increased +6.1
	368	112

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.6	Less than 11 Students - Data Not Displayed for Privacy
7	4	Increased +3.6	9
		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
10.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.4
Increased +0.6	6	5	Increased +2.2
297			229

Conclusions based on this data:

1. Based on the data, chronic absenteeism continues to be an area of concern for our Hispanic students. Our School Attendance Review Team (SART) will analyze absenteeism by this student population to see if there are patterns, ie extended vacation time during the holidays.

2. Based on the data, chronic absenteeism continues to be an area of concern for our Students with Disabilities. Our SART will analyze absenteeism by this student population to determine if our data is reflective of the group of as a whole, or of a few students with chronic medical conditions.

3. Based on the data, chronic absenteeism continues to be an area of concern for our White student group. Our SART will analyze the data to look for patterns, etc.

School and Student Performance Data

Academic Engagement
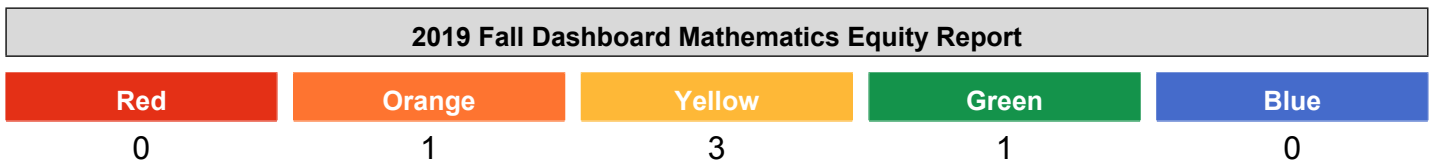## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	1	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Blue	No Performance Color
0.8	0	Less than 11 Students - Data Not 3
Increased +0.3	Maintained 0	
598	121	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0	1.1	2.5
23	Increased +0.5	Increased +0.5
	374	118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 8	Less than 11 Students - Data 5	0	Less than 11 Students - Data 9
		Maintained 0 28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
0.7	Less than 11 Students - Data 6	Less than 11 Students - Data 5	0.9
Increased +0.3 303			Maintained -0.1 234

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0.8

Conclusions based on this data:

1. Restorative practices will continue to be used as an alternative to suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Goal 1

Engaging the PreK-grade 6 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below,

Fall to Winter DRA data increased by 17%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Fall to Winter MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and both Eureka pacing guides are needed at all grade levels

Fall to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of TK-2nd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year	2020-21 Baseline 63% of TK-2nd grade students met or exceeded all benchmarks on the 20-21 third trimester District Reading Assessment (DRA). Actual Outcome	67% of all K-2nd grade students will met or exceed all benchmarks on the DRA Tri 2.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	During 21-22 Trimester 1, 40% of TK-2nd grade students met or exceeded all benchmarks on District Reading Assessment (DRA). Trimester 2 DRA data indicates that 57% of TK-2nd grade students met or exceeded all benchmarks on DRA.	
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Math on the winter MAP assessment will increase at least 5 percent each year.	2020-21 Baseline 31% of 1st-6th grade students met or exceeded the 60th percentile in Math on the spring 2021 MAP assessment. Actual Outcome During 21-22 fall MAP assessment, 37% of 1st-6th grade students met or exceeded the 60th percentile in Math. 38% met or exceeded the 60th percentile in Math for the winter MAP assessment.	At least 43% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Math on the winter 2023 MAP assessment.
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Reading on the winter MAP assessment will increase at least 5 percent each year.	2020-21 Baseline 40% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the spring 2021 MAP assessment. Actual Outcome During the fall of 2021, 46% of all 1st -6th grade students met or exceeded the 60th percentile in Reading. 51% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the Winter 2022 MAP assessment.	At least 56% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Reading on the winter 2023 MAP assessment.
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Fall 2019 CA Dashboard-Mathematics All students: GREEN, 2.9 points above standard	All students: GREEN, 12.9 points above standard White: GREEN, 42.6 points above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White: GREEN, 32.6 points above standard Hispanic: YELLOW, 19.6 points below standard Socioeconomically Disadvantaged: YELLOW,19.3 points below standard Students with Disabilities: ORANGE 80.7 points below standard All English Learners: YELLOW 24.2 points below standard 2021-22 Data: Not reported	Hispanic: GREEN, 9.6 points below standard Socioeconomically Disadvantaged: GREEN, 9.3 points below standard Students with Disabilities: YELLOW 70.7 points below standard All English Learners:GREEN 14.2 points below standard
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	Fall 2019 CA Dashboard- ELA All students: GREEN, 14.9 points above standard White: GREEN, 44.9 points above standard Hispanic:ORANGE, 8.3 points below standard Socioeconomically Disadvantaged: ORANGE, 7.2 points below standard Students with Disabilities: ORANGE, 59.6 points below standard All English Learners: ORANGE, 9.1 points below standard 2021-22 Data: Not reported	All students: GREEN, 24.9 points above standard White: BLUE, 54.9 points above standard Hispanic:YELLOW, 2.3 points above standard Socioeconomically Disadvantaged: YELLOW, 3.2 points above standard Students with Disabilities: YELLOW, 49.6 points below standard All English Learners: YELLOW, 1.1 points above standard
The participation rate of 3rd-6th grade students on IEPs taking the Math and ELA CAASPP will meet or exceed 95%.	2019 CA Dashboard indicated that students on IEPs taking the Math and ELA CAASPP was 99% for each content area. 2021-22 Data: Not reported	The participation rate of 3rd-6th grade students on IEPs taking the Math and ELA CAASPP be maintained at 99%
English Learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	The fall 2019 CA Dashboard indicates that English Learner Progress was 53.1%. 2021-22 Data: Not reported	Increase the percentage of English Learner Progress to at least 58.1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner reclassification rate will increase at least 1% each year.	2020-21 Baseline The 2019-2020 reclassification rate was 3.4% Actual Outcome The 2021-2022 reclassification rate was 21%	Increase the English Learner reclassification rate to at least 22%
Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-21 Baseline Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was 100% Actual Outcome Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was maintained at 100%.	Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.
Students utilizing technological resources in order to support academic growth will be maintained at 100%	2020-21 Baseline Students utilizing technological resources in order to support academic growth was 100% for 2020-2021 Actual Outcome Students utilizing technological resources in order to support academic growth was maintained at 100%.	Students utilizing technological resources in order to support academic growth will be maintained at 100%
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%	2020-21 Baseline Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice was 100% during 2020-2021. Actual Outcome Site administrators and teachers using the current employee evaluation system to develop and reflect upon	Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	professional growth goals and teaching practice was maintained at 100%.	
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.	2020-21 Baseline Parents of unduplicated students were represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs Actual Outcome Parents of unduplicated students were represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.	Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.
Parent CalSCHL survey will be completed by a minimum of 150 families with an increase of 10% each year.	2020-21 Baseline 148 parents responded to the 2021 Parent CalSCHL survey. Actual Outcome 77 families completed the Parent CalSCHL survey for the 2021-2022 school year.	Parent CalSCHL survey will be completed by a minimum of 85 families
Parent use of the SIS ParentVUE will increase by 10% annually.	Baseline During the 21-22 school year the rate of parent usage of ParentVUE was 56%.	Increase the parent usage of ParentVUE rate to 66%.
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites.	2020-21 Baseline River Oaks has a current rating of FAIR. 2021-22 Actual Outcome River Oaks has a current rating of GOOD	River Oaks will maintain its rating of GOOD.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue certificated 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)
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fall 2022 MAP scores will be used to set growth goals for students in reading and math. Teachers will determine if students need to make a year's growth or more than a year's growth. Progress towards meeting these goals will be shared with parents and students after the winter/spring 2023 testing windows. Teachers will determine if students met their individual growth goals based on winter/spring 2023 MAP scores.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 0000: Unrestricted Student Incentives

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students grades 3-6

Strategy/Activity

SBAC reports will be shared with staff, students, and parents to monitor growth from 2022 to 2023.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Professional development with adopted ELD curriculum will be provided. School-wide focus will be on integrated ELD lessons and instructional strategies. EL students will receive a minimum of 150 minutes per week of ELD instruction.

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Bilingual Services
	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries ELAC Meetings

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All TK-2 students have 30 minutes SIPPS reading instruction daily. All 3rd graders receive SIPPS Challenge instruction. All K-3 students not reading at grade level will have a daily intervention group in addition to their SIPPS instruction. Implement small group reading instruction for students in 4th -6th grades that are not reading on grade level. Intervention data will be recorded in the district SIS.

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

Amount(s)	Source(s)
	Title I None Specified SIPPS Materials
	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development-SIPPS Training

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will increase learner support in the area of math through the use of instructional assistants. The leadership team will develop curriculum-based consistencies for every grade level.

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All staff will participate in high quality professional development opportunities for implementation of curriculum.

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math instruction and learner progress will be monitored and evaluated through classroom observations, module pacing, and assessment scores.

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site funds will be used to purchase NGSS supplies and supplemental curriculum, as well as NGSS professional development.

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies NGSS Materials and Supplies
	LCFF - Supplemental 4000-4999: Books And Supplies NGSS Materials and Supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site funds will be used to support online learning to differentiate instructional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7276.00	LCFF - Supplemental 4000-4999: Books And Supplies Accelerated Reader
2344.80	Title I 4000-4999: Books And Supplies Discovery Education
600.00	Title I 4000-4999: Books And Supplies Starfall
4,800.00	Title I 4000-4999: Books And Supplies Edgenuity
2,500.00	Title I 4000-4999: Books And Supplies Zearn

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Kinder through 3rd graders

Strategy/Activity

All Kinder through 3rd grade students will receive SIPPS instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 2000-2999: Classified Personnel Salaries IA Extra Time

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Classroom observations will be completed as determined by the current evaluation plan.

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

Amount(s)   Source(s)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Synergy will be used to communicate students' progress to parents.

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

Amount(s)   Source(s)

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SPSA goals and data will be shared with all stakeholders.

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

Amount(s)   Source(s)

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan has been developed.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 the COVID-19 school closure and unavailable student achievement data because no state testing and end of year district assessments were administered, we have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:
MAP Reading and Mathematics and DRA Fall to Winter data.

River Oaks classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. River Oaks met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

The goal and strategies/activities will continue in 2022-2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Whole Learner Development

LEA/LCAP Goal

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

Goal 2

Promoting K-6 whole learner development through social and emotional learning (SEL) opportunities in a variety of environments.

Identified Need

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

Chronic Absenteeism: 23% in the '21-'22 school year. The 2021-22 school year included 3 suspensions and 1 expulsion.

On the most recent CalSCHLs grades 5-8 student Survey:
Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

Social Emotional Learning (SEL): All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make SEL a priority and integrated throughout the school day.

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

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will increase to 96% or greater.	Baseline: (CALPADS) The 2018-19 daily attendance = 95%	The daily attendance will be at 96% or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual Outcome The 2021-2022 daily attendance = To Be Determined	
Chronic Absenteeism will decrease by 5% or greater for every student group.	Baseline Fall 2019 CA Dashboard - Chronic Absenteeism All students: ORANGE, 10.6% White: ORANGE, 11.4% Hispanic: ORANGE,10.8% Socioeconomically Disadvantaged: ORANGE, 12% Students with Disabilities: RED, 21.4% All English Learners: color, 11.7% Actual Outcome: (District SIS Data) The 2021-2022 chronic absenteeism rate was 23%	The chronic absenteeism rate will be 18% or less. All students: ORANGE, 9.6% White: ORANGE, 10.4% Hispanic: ORANGE,10.8% Socioeconomically Disadvantaged: ORANGE, 11% Students with Disabilities: RED, 20.4% All English Learners: color, 10.7%
The suspension rate will decrease by 0.1% or greater for every student group.	Baseline Fall 2019 CA Dashboard-Suspension All students: YELLOW, 0.8% White: GREEN, 0.9% Hispanic: YELLOW, 0.7% Socioeconomically Disadvantaged: ORANGE, 1.1% Students with Disabilities: ORANGE, 2.5% All English Learners: BLUE 0% Actual Outcome: (District SIS Data) The 2021-2022 suspension rate is 3/551. All Students: 3 English Learners: 0 Socioeconomically Disadvantaged: 2 Students With Disabilities: 0 Hispanic: 2 White: 1	The suspension rate will decrease by 0.1% All students: YELLOW, 0.7% White: GREEN, 0.8% Hispanic: YELLOW, 0.6% Socioeconomically Disadvantaged: ORANGE, 1.0% Students with Disabilities: ORANGE, 2.4% All English Learners: BLUE 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The expulsion rate will remain at 0%	Baseline The 2020-2021 expulsions = 0 The 2021-2022 expulsions = 1.	The expulsion rate will decrease to 0%
The percentage of parents responding "Strongly Agree" on the annual CalSCHLs Survey will increase at least 5%.	Baseline 2020-21 Based on parent responses on the 2020-2021 CalSCHLs Survey, 39% - the school encourages them to be an active partner. 45% - the school promotes academic success for all students. 45% - the school is a safe place for their child. 46% - the school treats students with respect Actual Outcome 2021-22 Based on parent responses on the 2021-22 CalSCHLs Survey, 33% - the school encourages them to be an active partner. 37% - the school promotes academic success for all students. 42% - the school is a safe place for their child. 42% - the school treats students with respect.	44% of the respondents "strongly agree" that the school encourages them to be an active partner. 50% of respondents "strongly agree" that the school promotes academic success for all students. 50% of respondents "strongly agree" that the school is a safe place for their child. 51% of respondents "strongly agree" that the school treats students with respect.
The percentage of students in grades 5-6 responding "yes, most or all of the time" on the annual CalSCHLs Survey will increase at least 5%.	Baseline 2020-21 Based on student responses on the 2020-2021 CalSCHLs Survey, 80% of 5th graders and 77% of 6th graders responded that they feel connected to the school. 77% of 5th graders and 82% of 6th graders responded that they experience academic motivation. 77% of 5th graders and 67% of 6th graders responded that there are caring adults in	80% of 5th graders and 71% of 6th graders responded that they feel connected to the school. 86% of 5th graders and 84% of 6th graders responded that they experience academic motivation. 83% of 5th graders and 70% of 6th graders responded that there are caring adults in school. 81% of the 5th graders and 69% of the 6th graders

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school. 37% of 5th graders and 43% of 6th graders responded that they have meaningful participation in school. 85% of the 5th graders and 71% of the 6th graders responded that there are SEL supports at school. 86% of 5th graders and 80% of 6th graders feel safe at school based on their responses. Actual Outcome 2021-22 Based on student responses on the 2021-2022 CalSCHLs Survey, 75% of 5th graders and 66% of 6th graders responded that they feel connected to the school. 81% of 5th graders and 79% of 6th graders responded that they experience academic motivation. 78% of 5th graders and 65% of 6th graders responded that there are caring adults in school. 76% of the 5th graders and 64% of the 6th graders responded that there are SEL supports at school. 76% of 5th graders and 66% of 6th graders feel safe at school based on their responses.	responded that there are SEL supports at school. 81% of 5th graders and 71% of 6th graders feel safe at school based on their responses.
At least 65% of the students served in summer school 21/22 will be students from our unduplicated student groups (low SES, EL, foster)	Baseline Unduplicated student group participation for summer of 2021 is 67.6% Outcome summer 2022: to be determined	At least 65% of the students served in Extended Learning after school and/or summer are students from our unduplicated student groups (low SES, EL, foster)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support staff, parents, and students in using strengths-based talent information and motivation data (CalSCHLs) to address whole child learning and motivation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The attendance secretary and administration will work together in using Synergy to monitor student attendance. The district's 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)
	LCFF - Supplemental 4000-4999: Books And Supplies Student Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will implement Youth Development Practices to create a safe and engaging school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will implement our Wellness Action Plan that will be developed for the 2022-2023 school year.

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

Amount(s)   Source(s)

	LCFF - Supplemental 4000-4999: Books And Supplies Wellness Incentives

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Wellness Committee will meet at least once per trimester to monitor the Wellness Action Plan.

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will participate in at least one service learning opportunity annually.

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

Amount(s)	Source(s)
	LCFF - Supplemental 4000-4999: Books And Supplies Service Learning Projuects

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extended Day will be available to those students not meeting grade level standards.

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries Extended Day
	Title I 2000-2999: Classified Personnel Salaries Extended Day

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After school expanded learning will be available to students based on criteria.

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

River Oaks classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. River Oaks met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023 to provide staff with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$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	$17,520.80

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	$10,244.80

Subtotal of additional federal funds included for this school: $10,244.80

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	$7,276.00

Subtotal of state or local funds included for this school: $7,276.00

Total of federal, state, and/or local funds for this school: $17,520.80

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	111,184	103,908.00
Title I Part A: Parent Involvement	1,355	1,355.00
Title I	53,711	43,466.20
Title III	7,623	7,623.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	7,276.00
Title I	10,244.80

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	17,520.80

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	7,276.00
4000-4999: Books And Supplies	Title I	10,244.80

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,520.80

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

3 Parent or Community Members

Name of Members	Role
Donna Gill	Principal
Pam Margiott	Classroom Teacher
Dani Wildermuth	Classroom Teacher
Alyson Willey	Classroom Teacher
Shannon Wood	Parent or Community Member
Diana Terra	Parent or Community Member
Joe Baptista	Parent or Community Member
Rosa Soria	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 25, 2022.

Attested:

Principal, Donna Gill on 5/25/22

SSC Chairperson, Diana Terra on 5/25/22

School Year: 2022-23

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oaks Elementary School	34 67348 6033310	May 23, 2022	

Purpose and Description

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

Schoolwide Program

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

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

Table of Contents

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 (2021-2022) noted some positive feelings that our 5th and 6th grade shared about Valley Oaks: For "School Engagement and Supports", over 85% of our students reported to Agree/Strongly Agree that 1) they felt motivated academically, 2) over 87% said they felt adults had high expectations for them, and 3) over 78% felt that there were social and emotional learning supports for them at school. For "School Safety", over 78% of students feel safe 1) on their way to/home from school, and 2) over 80% feel that there is an Anti-Bullying climate at the school. In the area of "School Disciplinary Environment", over 90% of students felt like the rules are clear, and over 80% of students felt like they are treated with respect. And finally, over 96% of the students said that there is "positive student behavior" all or most of the time. While still above the state average, an area for improvement is the area of "Meaningful Participation at School", where just 42% of students responded "Yes, most of the time", or "Yes, all of the time" to questions related to if they felt they had meaningful participation at school.

*Parent Survey: The most recent CalSCHLS surveys conducted during the 2020-2021 school year revealed very positive aspects of parent sentiment toward Valley Oaks: For "Parental Involvement", 93% of parents Agree/Strongly agree that Valley Oaks "encourages me to be an active partner with the school in educating my child," and 87% of parents Agree/Strongly agree that "Parents feel welcome to participate at this school". In the area of "School Supports for Students", 91% of parents Agree/Strongly Agree that Valley Oaks "has adults who really care about students", and 95% of parents Agree/Strongly Agree that Valley Oaks "promotes academic success for all students." In the area of "Fairness, Rule Clarity and Respect for Diversity", 96% of parents Agree/Strongly agree that Valley Oaks gives all students opportunities to "make a difference" by helping other people, the school, or the community, 96% of parents Agree/Strongly Agree that Valley Oaks is a supportive and inviting place for students to learn, and 94% of parents feel that Valley Oaks is a safe place for their child. In the area of "Facilities", 86% of parents Agree/Strongly Agree that Valley Oaks "has clean and well-maintained facilities/properties".

School Staff Survey: The most recent CalSCHLS survey conducted during the 2020-2021 school revealed very high levels of agreement among Valley Oaks Staff. In the area of "Student Developmental Supports and Opportunities", over 90% of all staff Agree or Strongly Agree to the following: 1) Adults really care about every student, 2) Adults believe that every student can be a success, 3) Adults listen to what students have to say, 4) Adults want every student to do their best, 5) That the school gives all students equal opportunity to participate in classroom discussions or activities, 6) That the school encourages students to feel responsible for how they act, that students are taught that they can control their own behavior, and that the school encourages students to care about how others feel. In the area of School Safety, 100% of Valley Oaks staff Agree/Strongly Agree that the school is a safe place for students. Finally, over 95% of Valley Oaks staff Agree/Strongly Agree that 1) Students know what the rules are and 2) The school rules are fair at Valley Oaks. An area for us to take a look at comes from teacher responses to "student depression or other mental health issues are a problem" - 19% reported it as a moderate problem and 5% reported it a severe problem.

Classroom Observations

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

All teachers at Valley Oaks are observed and given feedback at least two (2) times each school year. These are typically 10-15 minute observations. Additionally, teachers who are in their first two (2) years of teaching and teachers who are in their evaluation year have at least six (6) of the 10-15 minute observations, as well as longer, more formal 30+ minute observations, with end-of-year evaluations. A Teacher Self-Evaluation Model is used again with teachers who volunteer and have positive ratings in their previous evaluation cycle(s).

All classrooms are visited by site administration in informal walkthroughs during the entire school year, with an emphasis on observing student engagement and excellent teaching practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Valley Oaks Elementary School staff members have conducted comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Our goal is to have all of our students reading at grade level by the end of third grade. The belief is that literacy, first and foremost, affects all aspects (or subjects) in education. In order to achieve this, heavy emphasis has been placed on 1) Strong instruction in Early Literacy in Grades K-3, and 2) High Quality/Quantity Reading Practice (Accelerated Reader) for Grades 2-6. Site funds are used to hire/train paraprofessionals (Instructional Assistants) who work together with classroom teachers to give personalized reading instruction and interventions to students in small groups. Students who do not meet reading benchmarks receive additional instructional in small groups, in their area of need. Teachers and administration meet together in Academic Conferences throughout the year to evaluate student progress. Local assessments, as well as MAP assessments and SBAC data are used to help with the evaluation of student progress. Furthermore, teachers (and IAs) share student progress with administration on a regular basis (monthly minimum), to monitor progress. For students who continue to struggle, teachers will recommend a student to the Multi-Tiered System of Support (MTSS) Team, who meet on a monthly basis, and where the struggles are discussed and interventions are put in place. Parents are made aware of student progress through regular contact by the teachers (Class Dojo, SeeSaw, Remind, etc.) and through PLP Check-In Conferences, Parent/Teacher/Student Conferences, and Student Success Team (SST) meetings.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and district 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 all "Highly Qualified" teacher requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Valley Oaks will utilize services of the district in advertising for any vacancies that may occur at the school. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview. All teachers have participated in district-wide and grade-level-span specific professional development with the ELA adoption. Additionally, there have been multiple trainings for the Benchmark ELD (Integrated and Designated) given to staff at Valley Oaks. Instructional Aides and selected teachers have also participated in training and/or refresher courses in the areas of Early Literacy instruction (SIPPS) and intervention strategies. Furthermore, selected teachers were trained in Next Generation Science Standards and serve as grade-level and site-level resources for training in teaching science to our students.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Curriculum Coaches provide professional development and support the implementation of the California CCSS. The focus for professional development is structured to prepare staff for the continued implementation of the California CCSS, the Next Generation Science Standards (NGSS), and district/school focus areas. The Galt Joint Union Elementary School District (GJUESD) district and site administrators (principals), and teacher leaders (academic coaches) participate in professional development in order to ensure that all teachers are supported in the transition. Technology tools are also utilized to implement and support the CCSS.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals are primarily responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by administrative referral or on a voluntary basis. Teacher "mentors" will provide support beyond coaching by administrative or other staff to new staff members. District instructional coaches are also utilized to provide support, suggestions, and ideas for teachers at all grade levels.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The grade-level Professional Learning Communities (PLCs) continue to focus on high student achievement through reviews of recent curriculum-based assessments. Each PLC, with the guidance from administration and curriculum coaches, will establish learning goals and outcomes/expectations for ELA, Mathematics, and Science. PLCs meet on a weekly basis to review data, review assessments and curriculum, and engage in CCSS-based planning. They share their notes weekly with site administration and feedback is shared between the groups.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and instructional materials are all aligned with the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes for reading/language arts and mathematics adhere to recommended guidelines. Teachers submit their daily schedules to administration that reflect the appropriate instructional minutes. Additionally, to show our commitment to quality reading practice, each teacher in Grades 2-6, has a minimum of 15-20 minutes scheduled, each day, for students to practice independent reading in their Zone of Proximal Development (ZPD).

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level PLCs have some flexibility with lesson pacing in order to meet the personalized needs of each learner. There are pacing guides that are created by district curriculum coaches, with input from teachers and administration. Teachers follow these pacing guides to the best of their abilities, using the input and their experience teaching the lessons as a means of helping all students, including providing intervention opportunities for those students who are shown to need it.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Eureka Math (CCSS) materials are provided by the school district for all students in grades K-6. For ELA, the school district and Valley Oaks is in the sixth year of implementation of Common Core Standards-based English Language Arts materials, using Benchmark Advance as both the ELA/ELD curriculum. School funds are used to purchase supplemental instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All K-6 teachers are using the Eureka Math adoption during the 2022-2023 school year. Previous pilots with other Math curriculum/programs for grades 5 & 6 have been discontinued. All teachers are using the Benchmark ELA/ELD adoption during 2021-2022. Administrators monitor the implementation of the district standards-based curriculum through classroom observations and the teacher evaluation process.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students not making adequate growth will receive assistance in the classroom through differentiated instruction and support from Instructional Assistants (IA), Bilingual Instructional Assistants (BIA), and online courseware. The IAs and BIAs support learner growth through focused small group work in the areas of literacy (reading/writing) and mathematics. After-school supports are also available through site-based Acceleration Block programs, the ASES program, and the BFLC - via clubs and mentoring programs.

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support.   MTSS site teams meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, 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 are given regularly, as necessary, to support instruction in the area of English Language Development throughout the day in the form of Integrated ELD and Designated ELD. Additionally, IAs continue to provide a large portion of their assistance working with students in grades K-3 on early literacy skills, using research-based interventions such as SIPPS. Online educational programs also target students in their personal areas of need, providing both instruction and practice for each student, in ELA and Math, according to their needs.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of Valley Oaks's educational program. Students not making growth or making minimal growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The ELAC, made up of parents of students learning English, and facilitated by a faculty member and administration, advises the school on the program for English Learner students. The school elects a School Site Council to develop this School Plan and budget in order to meet the needs of the school. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:
- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Instructional Assistants and Bilingual Instructional Assistants are provided through Title I and Supplemental/Concentration funding. Services provided include support in the area of reading and math instruction and intervention. Students not meeting academic standards benefit from the personnel, services, and materials that these funds provide.

Fiscal support (EPC)

**SEE FUNDING ATTACHED TO GOALS/ACTIONS: Federal, State, and Site funds will be utilized to provide support for all students by providing for supplemental support and the overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

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 throughout the school 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.

No resource inequities were identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	86	81	72
Grade 1	87	66	62
Grade 2	82	83	86
Grade3	66	82	79
Grade 4	81	68	77
Grade 5	85	93	69
Grade 6	96	89	85
Total Enrollment	583	562	530

Conclusions based on this data:

1. Enrollment at Valley Oaks decreased in 2020-2021 for the second consecutive year.

2. The number of incoming Kindergarten students decreased when school boundaries were changed/updated.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	293	287	261	50.3%	51.1%	49.2%
Fluent English Proficient (FEP)	83	68	56	14.2%	12.1%	10.6%
Reclassified Fluent English Proficient (RFEP)	30	8	9	9.3%	2.7%	3.1%

Conclusions based on this data:

1. The percentage of English Learners decreased slightly from 19/20 to 20/21.

2. The number and percentage of Fluent English Proficient students decreased slightly from 19/20 to 20/21.

3. The number and percentage of Reclassified Fluent English Proficient students increased from 19/20 to 20/21.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	68	77	72	67	0	72	67	0	94.7	98.5	0.0
Grade 4	81	86	75	79	84	0	79	84	0	97.5	97.7	0.0
Grade 5	96	85	63	94	84	0	94	84	0	97.9	98.8	0.0
Grade 6	80	99	80	80	98	0	80	98	0	100	99	0.0
All Grades	333	338	295	325	333	0	325	333	0	97.6	98.5	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2395.	2403.		12.50	14.93		25.00	20.90		27.78	26.87		34.72	37.31	
Grade 4	2430.	2454.		12.66	19.05		21.52	21.43		22.78	28.57		43.04	30.95	
Grade 5	2430.	2474.		3.19	16.67		19.15	23.81		24.47	23.81		53.19	35.71	
Grade 6	2487.	2491.		8.75	6.12		20.00	27.55		35.00	30.61		36.25	35.71	
All Grades	N/A	N/A	N/A	8.92	13.81		21.23	23.72		27.38	27.63		42.46	34.83	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.89	22.39		47.22	44.78		38.89	32.84	
Grade 4	19.23	25.00		41.03	41.67		39.74	33.33	
Grade 5	7.45	22.62		39.36	42.86		53.19	34.52	
Grade 6	10.00	14.29		45.00	43.88		45.00	41.84	
All Grades	12.35	20.72		42.90	43.24		44.75	36.04	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.33	7.46		47.22	62.69		44.44	29.85	
Grade 4	10.26	9.52		43.59	66.67		46.15	23.81	
Grade 5	8.51	22.62		39.36	41.67		52.13	35.71	
Grade 6	11.25	8.16		46.25	50.00		42.50	41.84	
All Grades	9.57	12.01		43.83	54.65		46.60	33.33	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.83	11.94		61.11	73.13		18.06	14.93	
Grade 4	16.67	21.43		61.54	58.33		21.79	20.24	
Grade 5	5.32	15.48		59.57	55.95		35.11	28.57	
Grade 6	11.25	7.14		63.75	72.45		25.00	20.41	
All Grades	12.96	13.81		61.42	64.86		25.62	21.32	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.06	11.94		50.00	53.73		31.94	34.33	
Grade 4	14.10	13.10		50.00	57.14		35.90	29.76	
Grade 5	12.77	15.48		34.04	54.76		53.19	29.76	
Grade 6	17.50	16.33		52.50	50.00		30.00	33.67	
All Grades	15.43	14.41		45.99	53.75		38.58	31.83	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. As of 2018/2019, 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. As of 2018/2019, 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. As of 2018/2019, 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	68	77	74	67	0	74	67	0	97.4	98.5	0.0
Grade 4	81	86	75	80	85	0	80	85	0	98.8	98.8	0.0
Grade 5	96	85	63	94	85	0	94	85	0	97.9	100	0.0
Grade 6	80	99	80	80	99	0	80	99	0	100	100	0.0
All Grades	333	338	295	328	336	0	328	336	0	98.5	99.4	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2401.	2426.		10.81	5.97		22.97	38.81		25.68	31.34		40.54	23.88	
Grade 4	2435.	2450.		6.25	8.24		20.00	25.88		33.75	36.47		40.00	29.41	
Grade 5	2445.	2458.		3.19	4.71		10.64	16.47		36.17	25.88		50.00	52.94	
Grade 6	2480.	2476.		11.25	4.04		11.25	22.22		27.50	33.33		50.00	40.40	
All Grades	N/A	N/A	N/A	7.62	5.65		15.85	25.00		31.10	31.85		45.43	37.50	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.27	25.37		29.73	47.76		50.00	26.87	
Grade 4	15.00	17.65		26.25	31.76		58.75	50.59	
Grade 5	8.51	10.59		28.72	29.41		62.77	60.00	
Grade 6	17.50	10.10		21.25	36.36		61.25	53.54	
All Grades	14.94	15.18		26.52	35.71		58.54	49.11	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.86	17.91		45.95	52.24		39.19	29.85	
Grade 4	5.00	11.76		47.50	45.88		47.50	42.35	
Grade 5	2.13	8.24		41.49	38.82		56.38	52.94	
Grade 6	10.00	4.04		37.50	43.43		52.50	52.53	
All Grades	7.62	9.82		42.99	44.64		49.39	45.54	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.86	20.90		52.70	55.22		32.43	23.88	
Grade 4	11.25	14.12		42.50	51.76		46.25	34.12	
Grade 5	3.19	5.88		48.94	48.24		47.87	45.88	
Grade 6	7.50	8.08		33.75	48.48		58.75	43.43	
All Grades	8.84	11.61		44.51	50.60		46.65	37.80	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. As of 2018/2019, Valley Oaks Elementary met the Adequate Yearly Progress (AYP) goal for participation rate for Mathematics on the CAASP for the fourth consecutive year.

2. As of 2018/2019, 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. As of 2018/2019, 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1435.4	1414.8	1432.0	1443.3	1417.5	1442.9	1416.6	1408.4	1406.4	51	31	41
1	1481.5	1473.0	1455.5	1473.8	1492.8	1467.3	1488.5	1452.8	1443.3	57	48	33
2	1501.3	1496.3	1480.9	1499.8	1489.9	1487.9	1502.2	1502.0	1473.6	47	56	27
3	1470.8	1503.4	1494.6	1471.8	1494.8	1508.1	1469.3	1511.6	1480.6	33	47	43
4	1509.2	1508.4	1523.4	1498.0	1490.7	1532.1	1519.9	1525.7	1514.1	48	32	45
5	1529.3	1532.8	1535.4	1510.8	1519.6	1533.3	1547.4	1545.4	1536.9	36	38	36
6	1534.6	1543.2	1515.4	1535.2	1532.9	1517.1	1533.5	1552.9	1513.3	23	36	24
All Grades										295	288	249

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.18	6.45	19.51	27.45	35.48	26.83	21.57	45.16	39.02	*	12.90	14.63	51	31	41
1	52.63	16.67	12.90	24.56	56.25	51.61	*	18.75	16.13	*	8.33	19.35	57	48	31
2	51.06	23.21	11.11	40.43	48.21	48.15	*	19.64	29.63	*	8.93	11.11	47	56	27
3	*	14.89	16.28	45.45	42.55	44.19	*	34.04	34.88	*	8.51	4.65	33	47	43
4	33.33	6.25	26.67	35.42	59.38	35.56	*	21.88	24.44	*	12.50	13.33	48	32	45
5	41.67	36.84	25.71	47.22	28.95	42.86	*	18.42	25.71	*	15.79	5.71	36	38	35
6	*	33.33	8.33	60.87	36.11	37.50	*	25.00	41.67		5.56	12.50	23	36	24
All Grades	38.31	20.14	18.29	37.29	44.44	40.24	14.92	25.35	30.08	9.49	10.07	11.38	295	288	246

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.10	16.13	31.71	29.41	25.81	26.83	*	38.71	21.95	*	19.35	19.51	51	31	41
1	59.65	41.67	35.48	22.81	47.92	25.81	*	4.17	25.81	*	6.25	12.90	57	48	31
2	63.83	41.07	22.22	25.53	30.36	48.15	*	21.43	25.93	*	7.14	3.70	47	56	27
3	*	31.91	34.88	48.48	46.81	48.84	*	10.64	13.95	*	10.64	2.33	33	47	43
4	45.83	28.13	57.78	27.08	53.13	22.22	*	6.25	11.11	*	12.50	8.89	48	32	45
5	50.00	47.37	42.86	41.67	28.95	51.43	*	15.79	2.86	*	7.89	2.86	36	38	35
6	52.17	50.00	16.67	*	30.56	62.50	*	11.11	16.67		8.33	4.17	23	36	24
All Grades	49.49	37.50	36.59	31.86	37.85	39.02	11.19	14.93	16.26	7.46	9.72	8.13	295	288	246

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.29	9.68	12.20	*	22.58	7.32	37.25	54.84	75.61	*	12.90	4.88	51	31	41
1	40.35	4.17	6.45	33.33	35.42	41.94	*	47.92	25.81	*	12.50	25.81	57	48	31
2	46.81	14.29	11.11	36.17	48.21	29.63	*	25.00	33.33	*	12.50	25.93	47	56	27
3	*	14.89	2.33	*	34.04	39.53	45.45	38.30	32.56	36.36	12.77	25.58	33	47	43
4	27.08	18.75	17.78	37.50	43.75	15.56	*	12.50	37.78	*	25.00	28.89	48	32	45
5	*	23.68	22.86	55.56	28.95	17.14	*	31.58	48.57	*	15.79	11.43	36	38	35
6	*	27.78	8.33	*	16.67	20.83	47.83	41.67	29.17	*	13.89	41.67	23	36	24
All Grades	29.49	15.63	11.79	32.20	34.03	23.98	23.73	35.76	41.87	14.58	14.58	22.36	295	288	246

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	58.82	12.90	17.07	33.33	74.19	63.41	*	12.90	19.51	51	31	41
1	77.19	75.00	38.71	*	20.83	48.39	*	4.17	12.90	57	48	31
2	70.21	41.07	25.93	25.53	51.79	66.67	*	7.14	7.41	47	56	27
3	*	23.40	46.51	66.67	72.34	48.84	*	4.26	4.65	33	47	43
4	54.17	31.25	57.78	39.58	62.50	31.11	*	6.25	11.11	48	32	45
5	61.11	15.79	25.71	36.11	73.68	71.43	*	10.53	2.86	36	38	35
6	*	33.33	12.50	69.57	55.56	75.00	*	11.11	12.50	23	36	24
All Grades	55.25	35.42	34.15	36.27	56.94	55.69	8.47	7.64	10.16	295	288	246

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	39.22	16.13	39.02	45.10	61.29	36.59	*	22.58	24.39	51	31	41
1	49.12	25.00	41.94	40.35	66.67	41.94	*	8.33	16.13	57	48	31
2	63.83	30.36	33.33	27.66	57.14	62.96	*	12.50	3.70	47	56	27
3	54.55	38.30	45.24	36.36	46.81	47.62	*	14.89	7.14	33	47	42
4	50.00	12.50	55.56	31.25	75.00	33.33	*	12.50	11.11	48	32	45
5	47.22	55.26	65.71	47.22	31.58	31.43	*	13.16	2.86	36	38	35
6	78.26	58.33	50.00	*	33.33	50.00		8.33	0.00	23	36	24
All Grades	52.54	34.03	47.76	36.61	53.13	42.04	10.85	12.85	10.20	295	288	245

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.49	6.45	7.32	64.71	77.42	78.05	*	16.13	14.63	51	31	41
1	52.63	18.75	25.81	28.07	60.42	51.61	19.30	20.83	22.58	57	48	31
2	63.83	14.29	29.63	27.66	69.64	44.44	*	16.07	25.93	47	56	27
3	*	14.89	5.00	54.55	63.83	67.50	42.42	21.28	27.50	33	47	40
4	22.92	18.75	17.78	56.25	53.13	48.89	*	28.13	33.33	48	32	45
5	30.56	34.21	22.86	63.89	44.74	57.14	*	21.05	20.00	36	38	35
6	*	27.78	12.50	*	30.56	16.67	56.52	41.67	70.83	23	36	24
All Grades	32.88	19.10	16.46	47.12	57.99	54.73	20.00	22.92	28.81	295	288	243

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	52.94	32.26	24.39	31.37	54.84	56.10	*	12.90	19.51	51	31	41
1	38.60	10.42	6.45	50.88	79.17	64.52	*	10.42	29.03	57	48	31
2	29.79	14.29	11.11	61.70	73.21	48.15	*	12.50	40.74	47	56	27
3	*	21.28	9.30	54.55	70.21	72.09	*	8.51	18.60	33	47	43
4	47.92	18.75	22.22	37.50	59.38	60.00	*	21.88	17.78	48	32	45
5	58.33	21.05	17.65	36.11	65.79	67.65	*	13.16	14.71	36	38	34
6	*	41.67	4.17	91.30	52.78	79.17		5.56	16.67	23	36	24
All Grades	38.64	21.53	14.69	48.81	66.67	63.67	12.54	11.81	21.63	295	288	245

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was an increase in 20/21 of students who scored at Levels 1 and 2, and decrease in 20/21 of students who scored at Levels 3 and 4 in Overall Language.

2. In 20/21, more English Learners at Valley Oaks scored in the Well Developed range for the Listening (34%) and Speaking (48%) domains than the Reading (16%) and Writing (15%) domains.

3. The Listening Domain is the area where English Learners scored the highest overall in 20/21.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
530	**84.5**	**49.2**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	261	49.2
Foster Youth		
Homeless	41	7.7
Socioeconomically Disadvantaged	448	84.5
Students with Disabilities	83	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.6
American Indian or Alaska Native	2	0.4
Asian	2	0.4
Filipino		
Hispanic	445	84.0
Two or More Races	2	0.4
Native Hawaiian or Pacific Islander	2	0.4
White	73	13.8

Conclusions based on this data:

1. *Data not current for 2022/2023

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1.   *Data not current for 2022/2023

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
29.9 points below standard	45.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++20.8 points	Increased Significantly ++18.2 points	1
312	198	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
50.2 points below standard	33.9 points below standard	113.2 points below standard
Increased Significantly ++33 points	Increased Significantly ++19.5 points	Increased Significantly ++22.9 points
18	279	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
37.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.8 points above standard
Increased Significantly ++17.6 points	1	3	Increased Significantly ++38.6 points
268			36

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.9 points below standard	10.7 points above standard	9.6 points below standard
Increased Significantly ++24.2 points	Increased Significantly ++26 points	Increased Significantly ++31.2 points
143	55	101

Conclusions based on this data:

1. *Data not current for 2022/2023.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
49.8 points below standard	58.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12 points	Increased ++12.8 points	
312	198	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
90.2 points below standard	53.4 points below standard	127.4 points below standard
Declined -3 points	Increased ++9.7 points	Increased ++7.3 points
18	279	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 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	25.1 points below standard	38.6 points below standard
Increased ++11.7 points	Increased Significantly ++25.3 points	Increased Significantly ++20.4 points
143	55	101

Conclusions based on this data:

1. *Data not current for 2022/2023

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.5 making progress towards English language proficiency
Number of EL Students: 253
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
20.9	35.5	10.2	33.2

Conclusions based on this data:

1. *Data not current for 2022/2023.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
14.1	9.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.9	Increased +2.7	2
616	303	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Orange
19	14	17
Increased +10.9	Increased Significantly +3.4	Increased +3
42	541	94

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	2	4	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
14.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.1
Increased Significantly +3.8			Declined -5.3
504	1	5	92

Conclusions based on this data:

1. Data not current for 2022/2023.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

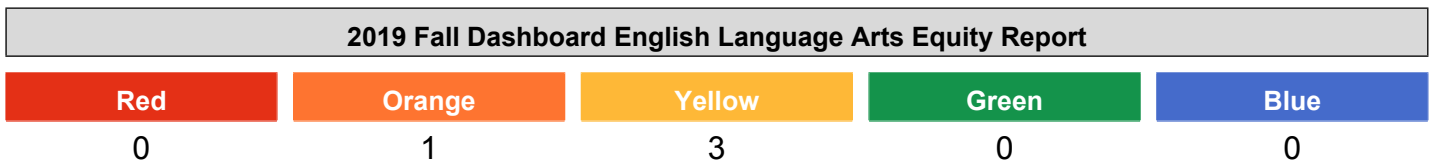## Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	1	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
2.4	1.3	Less than 11 Students - Data Not 3
Declined Significantly -1.2	Declined -0.5	
625	304	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Green	Green
6.7	2.4	2.1
Increased +4.1	Declined Significantly -1.4	Declined -5.4
45	550	95

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 7	Less than 11 Students - Data 4	Less than 11 Students - Data 4	Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
2	Less than 11 Students - Data 1	Less than 11 Students - Data 5	4.3
Declined Significantly -1.3 509			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:

1. *Data not current for 2022/2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Goal 1

Valley Oaks Elementary will engage the K-grade 6 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work. The following metrics/indicators show student progress and need. Fall to Winter DRA data increased by 8%. While that met the AMO goal, a need has been identified as increasing student access to high quality and meaningful first instruction and subsequent intervention opportunities and the provision of increased teacher opportunities to participate in professional development.

Fall to Winter MAP data in the area of mathematics show that we while the number of students meeting 60th percentile increased, it did not meet the AMO of 10% growth. This indicates there is a great need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and Eureka Math pacing guides are needed at all grade levels.

Fall to Winter MAP data in the area of reading show that while the number of students meeting 60th percentile increased, it did not meet the AMO of 10% growth. This indicates needs similar to the identified needs already stated based on DRA data and cycles of coaching/improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their teaching abilities and strategies. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate and how to help their students master those standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. The number of K-2nd grade students meeting/exceeding all benchmarks on the District	Baseline: 2021-2022 FALL DRA (% of K-2 students meeting ALL Benchmarks):	2022-2023 School Year (% of K-2 students meeting ALL Benchmarks) :

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Assessment (DRA) will increase by 5% from the FALL DRA to the WINTER DRA.	OVERALL: 40% Kinder: 38% 1st Grade: 60% 2nd Grade: 46% Actual Outcome: 2021-2022 WINTER DRA (% of K-2 students meeting ALL Benchmarks): OVERALL: 48% Kinder: 49% 1st Grade: 60% 2nd Grade: 44%	OVERALL: 53% K: 54% 1st Grade: 65% 2nd Grade: 49%
2. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Math on MAP will increase at least 10 percent from FALL MAP to WINTER MAP each year.	Baseline: 2021-2022 FALL MAP Math (% of students at the 60th percentile+) OVERALL: 19% 1st Grade: 23% 2nd Grade: 33% 3rd Grade: 22% 4th Grade: 14% 5th Grade: 13% 6th Grade: 14% Actual Outcome: 2021-2022 WINTER MAP Math (% of students at the 60th percentile+) OVERALL: 22% 1st Grade: 20% 2nd Grade: 35% 3rd Grade: 29% 4th Grade: 16% 5th Grade: 14% 6th Grade: 23%	2022-2023 MAP Math (% of students at the 60th percentile+) OVERALL: 32% 1st Grade: 32% 2nd Grade: 30% 3rd Grade: 45% 4th Grade: 39% 5th Grade: 26% 6th Grade: 24%
3. The number of 1st-6th grade students meeting/exceeding the 60th percentile for Reading on MAP will increase at least 10 percent from FALL MAP to WINTER MAP each year.	Baseline: 2021-2022 FALL MAP Reading (% of students at the 60th percentile+) OVERALL: 26% 1st Grade: 24% 2nd Grade: 30% 3rd Grade: 34% 4th Grade: 16% 5th Grade: 33% 6th Grade: 29%	2022-2023 MAP Reading (% of students at the 60th percentile+) OVERALL: 37% 1st Grade: 36% 2nd Grade: 38% 3rd Grade: 48% 4th Grade: 28% 5th Grade: 35% 6th Grade: 39%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual Outcome: 2021-2022 WINTER MAP Reading (% of students at the 60th percentile+) OVERALL: 27% 1st Grade: 26% 2nd Grade: 28% 3rd Grade: 38% 4th Grade: 18% 5th Grade: 33% 6th Grade: 29%	
4. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Baseline: Fall 2019 CA Dashboard All students: Yellow; Increased: +12 Points; 49.8 points below standard English Learners: Yellow; Increased: +12.8 Points; 58.5 points below standard Socioeconomically Disadvantaged: Yellow; Increased: +9.7 Points; 53.4 points below standard Students with Disabilities: Orange; Increased: +7.3 Points; 127.4 points below standard Hispanic/Latino: Yellow; Increased: +10.3 points; 55.2 points below standard Actual Outcome: 2021-22: not reported	Fall 2022 CA Dashboard (no reported results yet) All students: Yellow Increased: +10 Points 39.8 points below standard English Learners: Yellow Increased: +10 Points 48.5 points below standard Socioeconomically Disadvantaged: Yellow Increased: +10 Points 43.4 points below standard Students with Disabilities: Orange Increased: +10 Points 117.4 points below standard Hispanic/Latino: Yellow Increased: +10 points 45.2 points below standard
5. All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	Baseline: Fall 2019 CA Dashboard All students: Yellow; Increased Significantly: +20.8 Points; 29.9 points below standard English Learners: Yellow; Increased Significantly: +18.2 Points; 45.4 points below standard	Fall 2022 CA Dashboard (no reported results yet) All students: Yellow Increased Significantly: +10 Points 19.9 points below standard English Learners: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged: Yellow; Increased Significantly: +19.5 Points; 33.9 points below standard

Students with Disabilities: Orange; Increased Significantly: +22.9 Points; 113.2 points below standard

Hispanic/Latino: Yellow; Increased Significantly: +17.6 points; 37.5 points below standard

Actual Outcome:
2021-22: not reported | Increased Significantly: +10 Points
35.4 points below standard

Socioeconomically Disadvantaged: Yellow
Increased Significantly: +10 Points
23.9 points below standard

Students with Disabilities: Orange
Increased Significantly: +10 Points
103.2 points below standard

Hispanic/Latino: Yellow
Increased Significantly: +10 points
27.5 points below standard |
| 6. The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%. | Baseline: Spring 2019
ELA Participation Rate= 98.5%
Math Participation Rate= 99.4%

Actual Outcome:
2021-22: not reported | Spring 2022: No reported results yet
ELA Participation Rate= 95% or higher
Math Participation Rate= 95% or higher |
| 7. English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year. | Baseline: Spring 2019 CA State Dashboard
2019 English Learner Progress = 43.5%, Low

Actual Outcome:
2021-22: not reported | Spring 2022: No reported results yet
English Learner Progress = 48.5%, Medium |
| 8. English Learner reclassification rate will increase at least 1% each year. | Baseline:
2020-21 - 3.4%

Actual Outcome
2021-2022 R-FEP rate = 10% | 2022-2023 R-FEP rate = 11% |
| 9.Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%. | Baseline:
2020-21- 100%

Actual Outcome
2021-2022 - Maintained 100% | 2022-2023: Maintain 100% |

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
10. Students utilizing technological resources in order to support academic growth will be maintained at 100%.	Baseline: 2020-21- 100% Actual Outcome 2021-2022 - Maintained 100%	2022-2023: Maintain 100%
11. Misassignments of teachers will remain at 0.	Baseline: 2020-21- 0 misassignments Actual Outcome 2021-2022 - 0 misassignments	2022-2023: 0 misassignments
12. Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Baseline: 2020-21- 100% Actual Outcome 2021-2022 - Maintained 100%	2022 -2023: Maintain 100%
13.Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated student groups.	Baseline: 2020-21- 100% Actual Outcome 2021-2022 - Maintained 100%	2022-2023: Maintain 100%
14. Parent CalSCHLS survey will be completed by a minimum of 100 families with an increase of 10% each year.	Baseline: 2020-21- 91 Actual Outcome 2022 Parent Survey Responses = 53	2023 Parent Survey Responses will be 100 or more.
15. Parent use of SIS Parent VUE will increase 10% annually.	Baseline usage 2021-2022 = 281 users (56%)	2022-2023: Parent VUE usage = 309 users (66%)
16. Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD".	Baseline: 2020-21 - FAIR Actual Outcome 2021-2022 - FAIR	2022-2023: Valley Oaks - GOOD

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

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

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

Amount(s)	Source(s)
500	Title I 5000-5999: Services And Other Operating Expenditures Workshops/Conference Costs
350	Title I 1000-1999: Certificated Personnel Salaries Release Time/Substitutes for SPED teachers
1400	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Substitutes for FDK IAs on IA "Recess" Days

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Spring 2022 MAP scores will be used to set growth goals for students in Reading and Math in Grades 2&3 and for Grades 4-6, Winter 2022 MAP scores and Spring 2022 SBAC scores will be used to set growth goals for students in Reading and Math. Teachers will determine if students need to make a year's growth or more than a year's growth.

Teachers in grades 2-6 will meet individually with students to establish goals, including MAP goals and actions for the year. This data will be shared with parents at Parent/Teacher/Student Conferences in November. Progress towards meeting these goals will be shared with parents and students after the Fall 2021 MAP Assessment. Teachers will determine if students met, exceeded, or did not meet their individual growth goals based on Fall 2022 MAP scores.

Support teachers with students who struggle with growth on MAP by discussion of strategies in MTSS monthly meetings.

Continue supporting staff, parents, and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release Time for Teachers to goal set with students
1000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for MTSS meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SBAC reports will be shared with staff, students, and parents and used as baseline data for student, class, grade-level, and school-wide information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to increase English Learner student achievement, staff will be trained in the adopted Benchmark ELD curriculum for the purpose of increasing effectiveness in English Language Development (ELD) instruction. School-wide focus on using Designated ELD minutes to use Benchmark curriculum to enhance the English skills of our ELs.

District-level 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, if available, will target instructional strategies and learner needs.

Release time for PLC ELA/ELD planning.

Valley Oaks will purchase supplementary materials and technology to support ELA/ELD instruction.

Valley Oaks will purchase necessary school supplies/materials for students, teachers, and staff to fully implement ELA and ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
26,473	Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
150	Title I 1000-1999: Certificated Personnel Salaries Release time for ELD planning
250	Title I 4000-4999: Books And Supplies ELA/ELD Instructional Materials / Technology
117,290	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
18,919	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
66,716	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
461	LCFF - Supplemental 4000-4999: Books And Supplies

	School/Classroom/Student Supplies and/or Materials
1000	Title I 2000-2999: Classified Personnel Salaries Substitutes for Instructional Assistants
31,668	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to increase our percentage of students meeting DRA benchmarks by the end of the school year, teachers will work with the district literacy coach to establish proper early literacy routines for all students and reading intervention groups, with an emphasis on grades K-3, and strategies/interventions for struggling students in grades 4-6, which includes small group instruction and intervention group(s) in ELA.

Teachers will meet separately with literacy 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 ELA 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, as needed.

The school will provide supplemental after-school "Extended Day/Acceleration Block" opportunities for instruction to EL students, Migrant, Low SES, and struggling students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

1050	Title I 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques, Teacher Observation of other Teachers
500	Title I 4000-4999: Books And Supplies SIPPS Materials
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release Time/Training for SIPPS, Intervention Techniques, Teacher Observation of other Teachers
1000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Supplemental Support (Extended Day, Acceleration Block, etc.)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

100% of all students will be taught with recently adopted Benchmark ELA/ELD materials aligned with CCSS.

All staff will have opportunities to receive high quality professional development opportunities related to the ELA/ELD adoption. These opportunities will be presented by trainers from Benchmark and/or opportunities for work with district curriculum/literacy coaches.

Site funds will be used to purchase additional or supplemental CCSS curriculum.

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Supplemental/Additional CCSS curriculum

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All Valley Oaks students (K-6) will be taught using the Eureka Math materials.

Math adoption will be monitored and evaluated through classroom observations, module pacing, and curriculum assessment scores.

Selected teachers may pilot a newer version of Eureka Math with their students.

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order for 100% of teachers to receive professional learning for implementation of the Next Generation Science Standards (NGSS), Valley Oaks will utilize the support of site-based and district-based curriculum coaches or lead teachers.

The NGSS-trained teachers will attend workshops and lesson sharing opportunities throughout the school year and will share back at staff meetings and/or staff development days.

All K-6 teachers will receive Professional Development (from the district Lead Teacher and/or site Lead Teacher) in NGSS and how to begin lesson implementation.

All K-6 teachers will teach NGSS lesson(s) with their students during 2022-2023 school year.

Students will have additional science opportunities at the school level, via a Science Night and other grade level science activities.

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

Amount(s)   Source(s)

| 500 | Title I
4000-4999: Books And Supplies
Student Supplies for Science |

1500	Title I 5800: Professional/Consulting Services And Operating Expenditures Science Night
	Site Formula Funds 4000-4999: Books And Supplies Mystery Science
	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitute Teacher for 6th Grade Science Education Camp
	Site Formula Funds 2000-2999: Classified Personnel Salaries Transportation Costs to Sly Park Science Education Center

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Site categorical funds will be used to support online learning to differentiate instructional support.

School Funds will be used to have/maintain 1:1 student-chromebook ratio in grades K-6.

There will be a "pilot" with selected students that will have daily Chromebook and Internet access at both school and home (depending on home computer/internet availability), with the purpose of blending the students' learning throughout the school day and after school hours.

All students will participate in the use of technology through RenLearn (AR), Lexia, MAP Accelerator, Khan Academy, Zearn, Prodigy, and other web-based learning programs.

All students will be given opportunities to earn participation in an AR Literary Incentive each trimester - by meeting their Accelerated Reader Points (Quantity) and Comprehension (Quality) Reading Goals, based on their ZPDs.

Technology components (hardware and software) will be purchased continually to maintain and upgrade technology status and increase accessibility for students, teachers, and staff in all technology-related areas.

The BFLC/Library will utilize site-purchased technology hardware and software to provide academic growth and enrichment opportunities to all students.

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

Amount(s)	Source(s)
6200	LCFF - Supplemental 4000-4999: Books And Supplies RenLearn License (AR, STAR Reading)
1000	Title I 4000-4999: Books And Supplies Instructional Technology Materials, Maintenance, upgrades (software/hardware)
2300	Title I 4000-4999: Books And Supplies Literary (AR) Incentives for 1st, 2nd, 3rd Trimesters

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

Site funds will be used to purchase supplementary literary materials, in the BFLC and classrooms, to assist students in reaching their PLP Reading goals, especially in the area of non-fiction text.

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

Amount(s)	Source(s)
1232	Title I 4000-4999: Books And Supplies Literary Resources (Scholastic News, Leveled Readers, Library Books, etc.)
800	LCFF - Supplemental 4000-4999: Books And Supplies Literary Resources (Leveled Readers, Library Books, etc.)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All certificated staff will have access to meaningful observation, evaluation, and professional learning resources and opportunities.

Educators engage in professional growth goal setting and are supported by professional development opportunities that are valued and maximized.

Site Administration will meet with their supervisors to establish professional learning focus area(s).

District-created/approved documents will be used to document the outcome of the observations/meetings - by both educator and site administration.

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

Amount(s)	Source(s)
800	Title I 4000-4999: Books And Supplies Educator Professional Growth Plan (Conferences, Workshops, Materials, Trainings, Release Time)
500	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to fully integrate the Student Information System (Synergy), Office Staff will be trained on how to best utilize Synergy and/or Illuminate, and all Office Staff will receive continued training/refresher, as needed.

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

Amount(s)	Source(s)
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Office Staff extra time for training

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan will be developed. District Maintenance team will work on the already-identified areas of the school that are needing repair. This needs to be completed BEFORE the site inspections.

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

Amount(s)	Source(s)
	No cost to site

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to maintain zero Williams facilities complaints, regular campus inspections by site custodial staff, site administration, and district staff will ensure that the campus grounds and facility issues are addressed in the quickest manner possible and maintained throughout the school year through the use of digital Maintenance and Technology repair "Tickets".

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

Amount(s)	Source(s)
0	No cost to site

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to increase parent usage of the Synergy ParentVUE, school staff included teachers, office staff, and BFLC staff, will inform families of how to use the ParentVUE and show families how to utilize the tool.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	No additional cost to site

Annual Review

SPSA Year Reviewed: 2021-22

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 the COVID-19 school closure and unavailable student achievement data because no state testing occurred over the last two years, nor end-of-year district assessments were administered, we have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:
MAP Reading and Mathematics and DRA Fall to Winter data. Valley Oaks certificate and classified staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve the articulated goals. Valley Oaks met some of our goals and will continue to allocate access to professional development for staff and resources in order to meet more/all of our goals.

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

There were no differences between the intended and budgeted expenditures to implement these strategies/activities.

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

This goal and these strategies/activities will continue in 2022-2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

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

Goal 2

Valley Oaks Elementary will promote K-6 whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

CalSCHLS Survey: Results of the CalSCHLS Survey of our 5th/6th grade students show the following data from our students. The goal is to be have 80% of students respond with "Yes, most of the time" or "Yes, all of the time". For School Connectedness: 5th= 71% 6th= 63%. For Academic Motivation: 5th= 85% 6th= 66%. For School Boredom: 5th= 58% 6th= 49%. For Caring Adult Relationships: 5th= 76% 6th= 56%. For Meaningful Participation: 5th= 49% 6th= 36%. For Feel Safe at School: 5th= 62% 6th= 68%. For Experienced Frequent Sadness: 5th= 17% 6th= 23%.

Daily Attendance/Chronic Absenteeism: Due in part to the effects of the COVID-19 pandemic and the resulting mandatory quarantines for students, the attendance rate at Valley Oaks during 2021-2022 was well below the goal of 95%. Additionally, the Chronic Absenteeism rate for 2021-22 is 30% using the data from the District's Student Information System (SIS) from 8/11/2021 to 5/3/2022. This means that 30% of Valley Oaks missed 10% or more of the school years (18 or more school days) - 151 students.

Suspensions: Valley Oaks suspension rate for 2021-2022 is 1.9% (10 suspensions/505 students).

SEL: All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make social and Emotional Learning (SEL) a priority and integrated throughout the school day.
The full-time school counselor plays a tremendous role in helping students with their social/emotional needs. In addition to meeting with small groups of students, and individually with others to address their SEL needs, he helps staff members with the in-class delivery of Second Step, the curriculum used by all grades to teach students about social/emotional health.

The COVID-19 pandemic has exacerbated both student attendance problems and mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Overall daily attendance will be increased to 96% or greater	Baseline 2020-21 = 95% Actual Outcome: 2021-2022: Not yet available	2022-2023: Valley Oaks: 96.0%
2. Chronic Absenteeism will decrease by 1% or greater for every student subgroup	Baseline: 2019 CA Dashboard: All Students - ORANGE - 14.1% English Learners - ORANGE - 9.9% (increased 2.7%) Homeless - ORANGE - 19% (increased 10.9%) Socioeconomically Disadvantaged - RED - 14% (increased 3.4%) Students with Disabilities - ORANGE - 17% (increased 3%) Hispanic: RED - 14.1% (increased 3.8%) White: YELLOW - 14.1% (decreased 5.3%) 2021-2022 District SIS Data OVERALL CHRONIC ABSENTEEISM PERCENT: 30% (subgroup data not available at this time)	2022-2023 OVERALL CHRONIC ABSENTEEISM: 29%
3. The suspension rate will decrease by 0.1% or greater for every student subgroup	Baseline: 2019 CA Dashboard: All Students - GREEN - 2.4% (decreased 1.2%) English Learners - GREEN - 1.3% (decreased 0.5%) Homeless - RED - 6.7% (increased 4.1%) Socioeconomically Disadvantaged - GREEN - 2.4% (decreased 1.4%) Students with Disabilities - GREEN - 2.1% (decreased 5.4%) Hispanic: GREEN - 2% (decreased 1.3%) White: YELLOW - 4.3% (decreased 2.8%)	2022-2023 Suspensions OVERALL number of student suspensions: 1.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022 District Data Suspensions: 1.9% All Students: 10 English Learners: 7 Socioeconomically Disadvantaged: 9 Students With Disabilities: 1 Hispanic: 9 White: 1	
4. The expulsion rate will decrease by 0.1% or greater for every subgroup	Baseline 2021-2022: 0 STUDENTS Actual Outcome: 2021-22 = Maintained 0 STUDENTS	2022-2023 expulsion rate: 0 STUDENTS
5. Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs Survey will increase at least 5% in areas that are below 85%	Baseline 2020-21 This School... actively seeks the input of parents before making important decisions. = 88% promotes academic success for all students. = 95% motivates students to learn. = 92% provides quality counseling or other ways to help students with social or emotional needs. = 73% has adults who really care about students. = 91% is a supportive and inviting place for students to learn. = 96% is a safe place for my child. = 94% promotes respect of all cultural beliefs and practices. = 81% Actual Outcome 2021-2022: This School... actively seeks the input of parents before making important decisions. = 77% promotes academic success for all students. = 85%	2022-2023: This School... actively seeks the input of parents before making important decisions. = 88% or higher promotes academic success for all students.= 95% or higher motivates students to learn.= 92% or higher provides quality counseling or other ways to help students with social or emotional needs. = 78% has adults who really care about students.= 91% or higher is a supportive and inviting place for students to learn.= 96% or higher is a safe place for my child.= 94% or higher promotes respect of all cultural beliefs and practices.= 86%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	motivates students to learn. = 94% provides quality counseling or other ways to help students with social or emotional needs. = 77% has adults who really care about students. = 86% is a supportive and inviting place for students to learn. = 87% is a safe place for my child. = 91% promotes respect of all cultural beliefs and practices. = 75%	
6. Percentage of students in grades 5-8 responding "Yes, most OR all of the time" on the annual CalSCHLs Survey will increase at least 5% in areas that are below 80%.	Baseline 2020-21 School Connectedness: 5th= 66% 6th= 77% Academic Motivation: 5th= 83% 6th= 86% Caring Adult Relationships: 5th= 76% 6th= 77% Meaningful Participation: 5th=38% 6th= 50% Social and Emotional Learning Supports: 5th= 71% 6th= 79% Feel Safe at School: 5th= 80% 6th= 77% Experienced Sadness: 5th= 29% 6th= 21% Actual Outcome 2021-2022: School Connectedness: 5th= 71% 6th= 63% Academic Motivation: 5th= 85% 6th= 66% School Boredom: 5th= 58% 6th= 49% Caring Adult Relationships: 5th= 76% 6th= 56% Meaningful Participation: 5th= 49% 6th= 36% Feel Safe at School: 5th= 62% 6th= 68%	2022-2023: School Connectedness: 5th= 76% 6th= 68% Academic Motivation: 5th= 85% 6th= 71% School Boredom: 5th= 63% 6th= 54% Caring Adult Relationships: 5th= 81% 6th= 61% Meaningful Participation: 5th= 54% 6th= 41% Feel Safe at School: 5th= 67% 6th= 73% Experienced Sadness: (decrease) 5th= 17% 6th= 19%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Experienced Frequent Sadness: 5th= 17% 6th= 23%	
7. At least 65% of the students served in Summer School will be students from our unduplicated students' group (Low SES, EL, foster)	Unduplicated Student group participation: Summer 2021= 91% Summer 2022 = To be Determined	Summer 2023 = 65% or higher

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to reduce chronic absenteeism and truancy and increase academic growth, school counselor and/or office staff will make calls and send letters to families of students with attendance difficulties. Conferences will be held by administration and/or school secretary with parents of students with attendance difficulties to work on solutions to absence/truancy issues. When necessary, the School Resource Officer (SRO) will be utilized to check on the family.

Teachers will ensure proper attendance record-keeping through communication with attendance secretary.

Awards/Incentives will be given to students with good attendance in the school, each trimester, and year-long basis.

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Student Awards/Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Because we feel that social/emotional health and school behaviors are related, in order to reduce the number of suspensions/expulsions, and to improve the areas mentioned above in the CalSCHLS Student Survey (School Connectedness, Academic Motivation, School Boredom, Caring Adult Relationships, Meaningful Participation, Feeling Safe at School, and students Experiencing Frequent Sadness), all staff will work with students identifying strengths and strive for positive communications with all students and will work on the following:

Students in all grades will have meaningful 1:1 sessions with their teacher to discuss goals and establish personal relationships.

Regular training will be provided to Yard Supervisors to be proactive and help prevent problems before they occur on the yard or in the cafeteria.

Students will attend and participate in Drug-Free, Anti-Bullying, and Positive Behavior and Choices promotions, instruction, and assemblies.

The full-time school counselor will meet, in a 1:1 or group setting, with student who are struggling with social/emotional or behavior issues. He will also continue to be a resource to all teachers in the implementation of Second Step social/emotional curriculum.

Students and selected Staff will be trained in Safe School Ambassadors Program, an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence.

Alternatives to suspensions, such as buddy classrooms, removal of student privileges, and conferences with parents, will be used before a suspension is given, as appropriate.

Students will be allowed to self-administer or be assigned a "time-out" in the office, in a "student station".

Incentives and acknowledgement for proper and appropriate student achievement and behavior will be given through Stinger Cards (8 Great Traits).

Principal's Pat on the Back certificates will be awarded on a daily basis, from staff members to students, recognizing social, behavior, and academic successes.

Classified staff will be paid additional hours to receive additional instruction and/or provide additional help/coverage to ensure that students are monitored, safe, and being taken care of.

As part of the 2021/2022 work done by the VO RULER team, in 2022/2023, the school "charter" for RULER, as well as the rationale/background for it, will be shared with staff 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)
100	Title I 4000-4999: Books And Supplies Yard Supervisor Training / Materials
800	Title I 4000-4999: Books And Supplies Student Incentives/Awards - Social/Emotional
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Anti-Bullying/Positive Behavior Assembly and/or Presentations
500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional hours for Classified Staff for additional help/coverage of students
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies/Materials for Safe School Ambassadors Trainings/Family Meetings
700	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes/Extra Time for Safe School Ambassador Training/Implementation
500	LCFF - Supplemental 4000-4999: Books And Supplies Books and Supplies for use with students in Social/Emotional situations

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to help all students be more physically and mentally fit, to be healthy, have better attendance, and for our students to achieve Healthy Fitnessgram targets, classroom teachers and PE teacher will ensure proper amount of PE minutes each week.

Classroom teacher and PE teacher will focus 5th grade PE instruction on areas of the Healthy Fitnessgram - specifically areas that can be impacted by repeated exercises and practice.

In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for use by students during recess.

In order to emphasize and promote fitness activities and ensure the school is equipped for 21st century learning, Valley Oaks will continue to purchase supplemental fitness equipment, technology, and supplies for use by students during PE.

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

Amount(s)	Source(s)
	Site Formula Funds 4000-4999: Books And Supplies Recess Equipment
	Site Formula Funds 4000-4999: Books And Supplies Fitness Equipment, Technology, and Supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Students will participate in one or more class or school-sponsored service learning projects, as chosen by their teacher.

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

Amount(s)	Source(s)
200	Title I 4000-4999: Books And Supplies Materials to be used during Service Learning Projects

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, Band/Choir Students

Strategy/Activity

Understanding that additional activities such as as Music, Band, and Choir play an important role in the social/emotional and mental health of many students, Site Formula funds will be used to purchase supplementary music, choir, and/or band instruments and supplies to provide all students with additional access to newer, modern visual/performing arts tools.

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

Amount(s)	Source(s)
	Site Formula Funds 4000-4999: Books And Supplies Music/Band Instrument and Supplies Purchase and Repair

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

All students will have the ability to sign up for after-school clubs that increase their engagement and interest in College/Career and Career Tech exposure, offered through the BFLC/Expanded Learning Program - ranging from Homework Help to Lego Club, from Ballet to Crochet Club, from Minute to Win It to Student Yoga Club, and many more.

Students will be given opportunities to participate in the Makerspace Club, when possible with available personnel, where they are able to make and create things, utilize technology for innovation and learning, and have a safe area to tinker, explore, make things, and use problem-solving skills.

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

Amount(s)	Source(s)
	Site Formula Funds 4000-4999: Books And Supplies Publicity of all clubs, after-school, through the BFLC
950	Title I 1000-1999: Certificated Personnel Salaries Teacher Pay for Makerspace Club

350	Title I 2000-2999: Classified Personnel Salaries IA in Makerspace Club

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: K-6th Grade Students- English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

To further expose students to and engage them in Social Emotional Learning as well as Career/Technology Education, students in grades K-6 will have an opportunity to participate in "Engagement Sessions", one session each trimester, presented by the district Expanded Learning Coordinator.

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

Amount(s)	Source(s)
	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Engagement Session Materials

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: Socioeconomically Disadvantaged, EL, Foster

Strategy/Activity

In order to continue providing families access to data through parent and student portals in the Student Information System (Synergy), information will be provided to parents at the 2022-2023 Back to School Night. Login and access information is made available to parents in English and Spanish via the school website and through the office secretaries.

Additional information related to student/parent login to personalized learning websites such as RenLearn (AR) will be shared with parents/guardians.

Ongoing conversations with stakeholders regarding the information system and other important school topics take place on a regular basis, via Parent/Teacher conferences and regular PTO, ELAC and SSC meetings.

Spanish translations/interpretations, both written and verbal, are provided for parents at all meetings, including Parent/Teacher Conferences, via our bilingual staff members.

Parents will be invited, by flyer, email, text messages, social media (Facebook/Instagram/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)
1438	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
300	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Child Care at Parent Meetings
200	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent Training Supplies/Materials

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

In order to continue the use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting, Valley Oaks will continue to use a variety of avenues for student, parent, teacher feedback regarding district and site SPSA and LCAP goal areas.

The School Site Council will review and advise SPSA annually.

Surveys will be conducted for staff and students.

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

Amount(s)	Source(s)
150	Title I

	4000-4999: Books And Supplies Supplies for Parent/Stakeholder Meetings and/or Surveys

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Breakfast, lunch, and after-school menus will continue to follow federal nutritional guidelines.

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

Amount(s)	Source(s)
	No cost to site

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Exterior plants and landscaping, as well as sitting benches, will be purchased and installed on campus for beautification and parent/student comfort.

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

Amount(s)	Source(s)
	Site Formula Funds 4000-4999: Books And Supplies Plants, Landscaping, Benches for school grounds

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:
*Chronic Absenteeism Data
*Suspension/Expulsion Data
*CalSCHLS Survey Data

All of these data tools will be used to determine the effectiveness of the above listed strategies/activities to achieve our goal.

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

There were no differences between the intended and budgeted expenditures to implement these strategies/activities.

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

This goal and these strategies/activities will continue in 2022-2023.

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	$303,791.00

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	$76,823.00
Title I Part A: Parent Involvement	$1,938.00
Title III	$18,919.00

Subtotal of additional federal funds included for this school: $97,680.00

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	$206,111.00

Subtotal of state or local funds included for this school: $206,111.00

Total of federal, state, and/or local funds for this school: $303,791.00

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	76,823	0.00
Title I Part A: Parent Involvement	1,938	0.00
LCFF - Supplemental	206,111	0.00
Title III	18,919	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	206,111.00
Title I	76,823.00
Title I Part A: Parent Involvement	1,938.00
Title III	18,919.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,700.00
2000-2999: Classified Personnel Salaries	271,098.00
4000-4999: Books And Supplies	17,993.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,700.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	190,950.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,461.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I	59,491.00
4000-4999: Books And Supplies	Title I	9,332.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,738.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00
2000-2999: Classified Personnel Salaries	Title III	18,919.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	289,559.00
Goal 2	14,232.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
David Nelson	Principal
Lupita Ayala	Classroom Teacher
Gayleen Gomez	Classroom Teacher
Amy Mangili	Classroom Teacher
Vanessa Torres	Other School Staff
Brenda Avalos	Parent or Community Member
Kelly Cullers	Parent or Community Member
Melissa Lehn-Anzaldua	Parent or Community Member
Lisa Rhodes	Parent or Community Member
Nayeli Chaidez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/23/2022.

Attested:

Principal, David Nelson on 5/23/22

SSC Chairperson, Gayleen Gomez on 5/23/22

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vernon E. Greer Elementary School	34 67348 0119420	November 30, 2020 (updated June 4, 2021)	

Purpose and Description

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

Schoolwide Program

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

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

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Vernon E. Greer Elementary, staff, families, and learners completed the California School Climate, Health, and Learning Surveys. Here is a summary of the May 2022 Main Reports:

Anti-Bullying Climate
89% of 5th grade learners and 85% of 6th grade learners indicated that grown-ups make it clear that bullying is not allowed.
93% of 5th grade learners and 89% of 6th grade learners indicated that if they tell a teacher, the teacher will do something to help.

School Environment, School Connectedness, and Academic Motivation
68% of 5th grade learners and 78% of 6th grade learners indicated that teachers and grown-ups at school care about them.
100% of 5th grade learners and 77% of 6th grade learners indicated that teachers and grown-ups at school listen when they have something to say.
66% of 5th grade learners and 66% of 6th grade learners indicated that teachers and grown-ups at school make an effort to get to know them.
97% of 5th grade learners and 93% of 6th grade learners indicated that adults who work at this school want every student to do their best.
74% of 5th grade learners and 85% of 6th grade learners indicated that adults who work at this school believe that every student can be a success.
64% of 5th grade learners and 67% of 6th grade learners indicated that they feel like they are part of this school.
68% of 5th grade learners and 80% of 6th grade learners indicated that they feel safe at this school.

Social Emotional Health
78% of 5th grade learners and 72% of 6th grade learners indicated that they have belief in self.
76% of 5th grade learners and 75% of 6th grade learners indicated that they have belief in others.
81% of 5th grade learners and 76% of 6th grade learners indicated that they are persistent.
72% of 5th grade learners and 75% of 6th grade learners indicated that they have school supports.
79% of 5th grade learners and 74% of 6th grade learners indicated that they have peer supports.
79% of 5th grade learners and 78% of 6th grade learners indicated that they have the strength of empathy.
63% of 5th grade learners and 58% of 6th grade learners indicated that they feel optimistic.
73% of 5th grade learners and 72% of 6th grade learners indicated that they are thankful regarding school.
85% of 5th grade learners and 75% of 6th grade learners indicated that they have a growth mindset.
22% of 5th grade learners and 26% of 6th grade learners indicated that they have social emotional distress.

Promotion of Parent Involvement
66% of parents indicate this school is welcoming to and facilitates parent involvement.
79% of parents indicate this school encourages parents to be active partners in educating their child.
83% of parents indicate teachers at this school communicate with parents about what their children

are expected to learn in class.
78% of parents indicate school staff take parents' concerns seriously.
81% of parents indicate this school promotes academic success for all students.

Staff Working Environment
82% of staff indicate this is a supportive and inviting place for staff to work.
82% of staff indicate this school promotes trust and collegiality among staff.
82% of staff indicate this is a safe place for staff.
90% of staff indicate adults who work at this school have close professional relationships with one another.
82% of staff indicate adults who work at this school support and treat each other with respect.
100% of staff indicate adults who work at this school feel a responsibility to improve this school.

Based on the results of this survey and the results of local assessments, the following SPSA goals have been selected:

Vernon E. Greer Academic & Social Goals
"When planning lessons, we craft two types of goals — academic and social. Having dual goals ensure that we value how learners are working together and what they are learning are given equal attention during our teaching."

LCAP Goal 1:

Problem of Practice Reading Goal: Recognizing the Impact of Independent Reading

ELA Goal: Decreasing the number of learners who score below standard on the reading claim
Implementing 50% whole class and 50% small group ELA instruction

Writing Goal: Decreasing the number of learners who score below standard on the writing claim
Implementing consistent writing strategies to improve students' ability to independently produce writing

ELD Goal: Increasing the number of learners who RFEP
Implementing ELD instruction to develop the language needed to engage in grade-level literacy

Mathematics Goal: Deepening teacher knowledge of the mathematical domains
Participating in year one, operations and algebraic thinking, site learning events
Implementing small group math instruction

PLC Goals:
Implementing consistent analysis of data to support instruction
Using meaningful evaluation and self-reflection to continuously improve classroom instruction
Providing and supporting improvement opportunities

Student Achievement Goals:
Academic ELA and Mathematics MAP: 100% of all learners will meet their growth goal.
Academic ELA and Mathematics SBAC: 100% of all learners will decrease distance from the standard.
English Learner Progress ELPAC: 100% of all learners will increase one level or maintain criterion (Level 4).

LCAP Goal 2:

PBIS: Improving effectiveness, efficiency, and equity

Restorative Practices: Building Collaboration, Respect, and Positive Behavior

Strengths Activities: Building Upon What Learners Naturally Do Best (All classrooms will complete one strengths activity each year.)

Caring School Community Circles: Building a Climate of Kindness and Caring (All classrooms will complete the first eight folders in the first trimester.)

Second Step Curriculum: Building a Healthy Community (All classrooms will complete the scope and sequence for their grade level.)

Service Learning: Community-Based Activities with Structured Preparation and Reflection (All grade levels will complete one service learning project.)

Digital Citizenship: Helping Learners Take Ownership of Their Digital Lives (All classrooms will complete the Common Sense scope and sequence for their grade level in the first trimester.)

Fostering Resilient Learners: Creating a Trauma-Sensitive Classroom (All teachers will read the book and implement the strategies in their classroom.)

Calm Corners: Integrating Checking In and Reflecting to Support Well Being (All classrooms will have a calm corner in their classroom for learners to access.)

Permission To Feel: Building an Emotionally and Psychologically Safe Learning Environment (All classrooms will implement the following two focus areas in their classroom.)

1) Understanding the value of emotions, building skills of emotional intelligence, and creating and maintaining a positive school climate.
RULER is an acronym for the five skills of emotional intelligence:
- Recognizing emotions in oneself and others
- Understanding the causes and consequences of emotions
- Labeling emotions with a nuanced vocabulary
- Expressing emotions in accordance with cultural norms and social context
- Regulating emotions with helpful strategies:

2) Creating a Classroom Charter as an expression of values and norms unique to the class, intended to make all feel safe, welcome, and heard.

Student Engagement Goal:
Chronic Absenteeism: Increase the number of learners attending 95% or more school days.

School Climate Goal:
Suspension Rate: Decrease the number of learners suspended by 10%.

Classroom Observations

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

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

During the 2021-2022 school year:
96 in-person teacher observations were completed.
4 teacher summary evaluations were completed.
1 self-evaluation rubric was completed.

In addition, site instructional assistants also receive a performance report.
10 instructional assistant performance reports were completed.

Three, CORE, classroom observations were completed in the area of SIPPS for each new teacher. Teachers and the CORE lead met after each observation for feedback related to routines and procedures.
6 teachers participated in this continuous learning cycle.

Teachers were also provided the opportunity to submit a recorded lesson. Teachers and the CORE lead met after each observation for feedback related to routines and procedures.
5 teachers signed-up to participate.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Galt Joint Union Elementary School District measures content standards growth and achievement using several measures. The NWEA Measures of Academic Progress (MAP) is a computer-adaptive assessment that measures the growth and achievement of English Language Arts and mathematics. Each learner has a personalized path based on the Learning Continuum of skills embedded in the California Common Core State Standards. District reading, writing, and mathematics assessments are used to provide formative data. The California Assessment of Student Performance and Progress (CAASPP) is also used to monitor English Language Arts/literacy and mathematics to ensure that all learners are prepared for college and career. ELPAC is used to monitor English language proficiency progress.

GJUESD Organizational Consistencies:
1) Core reading instruction is provided by a credentialed teacher.
2) All learners receive Tier 1, grade-level reading instruction.
3) All teachers will teach Benchmark.
4) Some learners will receive Tier 2, targeted intervention.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use formative and summative assessment data from a variety of sources to make instructional decisions for each learner. In addition, formative and summative data are used to make decisions about school climate and safety, and professional development needs. Each Wednesday, grade-level teachers meet as a professional learning community (PLC) to monitor each learner's growth toward standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet Highly Qualified Teacher requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Vernon E. Greer Elementary utilizes services of the District in advertising for vacancies. The District screens applicants in order to determine if applicants meet the definition of highly qualified. Only those candidates meeting that requirement will be recruited to interview. Teachers have had specialized training in the area of language development and literacy that supports our English Learners. Teachers provide designated and integrated ELD to all English Learners using research-based routines and strategies from CRLP Results: Academic Language and Literacy Instruction (RALLI). Greer teachers are also involved in the Next Generation Science Standards (NGSS) Early Implementation Initiative.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development supports the successful implementation of the California Common Core State Standards with a focus on personalization. Teachers and support staff are encouraged to attend Learning Events that cater to their personal learning needs. Learning Events are determined by needs and held monthly. Our site Leadership Team, which consists of all staff members, plays an important part in the implementation of the personalization model and for increasing professional capacity. The District provides strategic release days and early release Wednesdays for capacity building.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals are responsible for the ongoing monitoring and evaluation of effective instruction. Site administration conducts on-going mini observations. Mini-observations include written feedback and a face-to-face follow-up conversation. Teachers on Special Assignment foster a culture of collaboration and provide specific support designed to meet the needs of all Learners. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers participate in Professional Learning Community Meetings which focus on learner outcomes. A range of work is completed during the early release Wednesdays, including: looking at and analyzing learner performance data; lesson planning; developing learning supports with identified learner needs; and monitoring pacing guides in relation to the California Common Core Standards grade level expectations.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned with the California Common Core Standards and Next Generation Science Standards. District Curriculum Coaches provide continued unit and lesson development training to help calibrate grade-level expectations across the school district. Learners are provided differentiated instruction and support through the development and implementation of their Personalized Learning Plans.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes for reading/language arts, mathematics, and physical education are met. Teachers submit daily schedules which are shared with administration and the District Office.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Learning supports are built into the school day and adjusted as needed throughout the year. Research-based interventions are based on formative assessments. Along with teachers, a cadre of eight instructional assistants (IAs) provide learning supports. Each 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, 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). Five Acceleration Block opportunities are provided throughout the year. 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.

During the 2021-2022 school year:
72 Learner Support meetings were completed.
80 Learner Student Study Team and Follow-Up SST meetings were completed.
9 Learner 504 Accommodation Plans were completed.

Evidence-based educational practices to raise student achievement

High impact instructional strategies are used to support personalized learning efforts.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Vernon E Greer Elementary welcomed a full time School Based Mental Health and Wellness Clinician: Our clinician provides mental health and wellness services that foster pro-social skills and appropriate behavior; identifies the mental health and behavioral needs of students; assists in the development and delivery of school-wide mental health and wellness interventions, programs, and trainings.

Vernon E. Greer Elementary 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.

Vernon E. Greer Elementary is 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.

Health services are provided under the supervision of a qualified district school nurse. Vision screening, dental screening, hearing tests, first aid, and health counseling are among the services. The district nurse, along with our school health clerk, are available to address health problems that interfere with the learning process.

The Bright Future Learning Center (BFLC) technician provides enriching activities when learners and families visit. Learners may check out library books during their scheduled library time or during open library time.

Teachers and administration communicate regularly through face-to-face conversations, phone calls, emails, newsletters, and the site website. Additionally, a phone messaging system provides current school information to families.

We welcome volunteers in the classrooms and the school office. There are opportunities for families or community volunteers to assist.

During the 2021-2022 school year:
57% of Greer families used the Synergy ParentVue Portal in order to access information about their child's progress including class grades, attendance, and assessments.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) is made up of parents and facilitated by administration to advise the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:
As a parent, I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:
- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline, and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

School Wide Program (SWP) funds will be utilized to provide support for all learners by providing for supplemental support and overall improvement of the school's educational program. Learners not meeting standards, including learners from the English Learner subgroup, Socioeconomically Disadvantaged subgroup, and Students with Disabilities benefit from the resources provided by state and federal funds including Supplemental Concentration, Title I, and Title III. Instructional assistants and bilingual instructional assistants support learners that need intervention in literacy and mathematics.

Fiscal support (EPC)

All categorical and targeted funds are aligned to LCAP and site goals. See site SPSA goals.

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, learner needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA.

Resource Inequities

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

No resource inequities were identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	78	96	71
Grade 1	69	75	70
Grade 2	55	62	63
Grade3	65	65	63
Grade 4	64	69	56
Grade 5	67	63	76
Grade 6	65	64	79
Total Enrollment	463	494	478

Conclusions based on this data:

1. Site boundaries changed to ensure continued growth.

2. Overall enrollment has remained relatively constant.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	106	117	115	22.9%	23.7%	24.1%
Fluent English Proficient (FEP)	36	41	43	7.8%	8.3%	9.0%
Reclassified Fluent English Proficient (RFEP)	11	6	15	9.2%	5.7%	12.8%

Conclusions based on this data:

1. Overall English Learner enrollment remained relatively constant.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61	65	63	61	65	0	61	65	0	100	100	0.0
Grade 4	59	66	55	59	66	0	59	66	0	100	100	0.0
Grade 5	62	65	73	62	65	0	62	65	0	100	100	0.0
Grade 6	78	64	85	78	64	0	78	64	0	100	100	0.0
All Grades	260	260	276	260	260	0	260	260	0	100	100	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2435.	2426.		26.23	20.00		26.23	27.69		32.79	33.85		14.75	18.46	
Grade 4	2482.	2479.		27.12	30.30		32.20	24.24		18.64	18.18		22.03	27.27	
Grade 5	2509.	2500.		17.74	20.00		38.71	33.85		27.42	13.85		16.13	32.31	
Grade 6	2517.	2517.		5.13	9.38		46.15	31.25		29.49	35.94		19.23	23.44	
All Grades	N/A	N/A	N/A	18.08	20.00		36.54	29.23		27.31	25.38		18.08	25.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.51	23.08		45.90	58.46		24.59	18.46	
Grade 4	32.20	30.30		54.24	48.48		13.56	21.21	
Grade 5	24.19	23.08		58.06	47.69		17.74	29.23	
Grade 6	20.51	23.44		52.56	53.13		26.92	23.44	
All Grades	26.15	25.00		52.69	51.92		21.15	23.08	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	18.03	18.46		54.10	50.77		27.87	30.77	
Grade 4	25.42	10.61		50.85	69.70		23.73	19.70	
Grade 5	14.52	20.00		61.29	49.23		24.19	30.77	
Grade 6	11.54	10.94		60.26	51.56		28.21	37.50	
All Grades	16.92	15.00		56.92	55.38		26.15	29.62	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	24.59	24.62		65.57	63.08		9.84	12.31	
Grade 4	18.64	21.21		71.19	65.15		10.17	13.64	
Grade 5	14.52	23.08		70.97	56.92		14.52	20.00	
Grade 6	16.67	17.19		70.51	64.06		12.82	18.75	
All Grades	18.46	21.54		69.62	62.31		11.92	16.15	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	22.95	16.92		57.38	64.62		19.67	18.46	
Grade 4	20.34	21.21		61.02	62.12		18.64	16.67	
Grade 5	27.42	30.77		61.29	40.00		11.29	29.23	
Grade 6	23.08	20.31		55.13	56.25		21.79	23.44	
All Grades	23.46	22.31		58.46	55.77		18.08	21.92	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61	65	63	61	65	0	61	65	0	100	100	0.0
Grade 4	59	66	55	59	65	0	59	65	0	100	98.5	0.0
Grade 5	62	65	73	62	65	0	62	65	0	100	100	0.0
Grade 6	78	64	85	78	64	0	78	64	0	100	100	0.0
All Grades	260	260	276	260	259	0	260	259	0	100	99.6	0.0

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2442.	2437.		18.03	23.08		36.07	32.31		32.79	20.00		13.11	24.62	
Grade 4	2471.	2466.		11.86	10.77		35.59	29.23		33.90	40.00		18.64	20.00	
Grade 5	2505.	2508.		24.19	24.62		17.74	21.54		24.19	23.08		33.87	30.77	
Grade 6	2535.	2513.		17.95	14.06		25.64	21.88		37.18	28.13		19.23	35.94	
All Grades	N/A	N/A	N/A	18.08	18.15		28.46	26.25		32.31	27.80		21.15	27.80	

Overall Achievement for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.51	36.92		50.82	29.23		19.67	33.85	
Grade 4	23.73	24.62		40.68	27.69		35.59	47.69	
Grade 5	33.87	32.31		25.81	32.31		40.32	35.38	
Grade 6	30.77	25.00		38.46	34.38		30.77	40.63	
All Grades	29.62	29.73		38.85	30.89		31.54	39.38	

Concepts & Procedures
Applying mathematical concepts and procedures

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.51	29.23		45.90	47.69		24.59	23.08	
Grade 4	16.95	9.23		55.93	64.62		27.12	26.15	
Grade 5	19.35	20.00		41.94	50.77		38.71	29.23	
Grade 6	17.95	14.06		53.85	34.38		28.21	51.56	
All Grades	20.77	18.15		49.62	49.42		29.62	32.43	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.23	35.38		62.30	38.46		11.48	26.15	
Grade 4	23.73	15.38		54.24	55.38		22.03	29.23	
Grade 5	19.35	18.46		48.39	50.77		32.26	30.77	
Grade 6	14.10	17.19		53.85	48.44		32.05	34.38	
All Grades	20.38	21.62		54.62	48.26		25.00	30.12	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

	Overall			Oral Language			Written Language			Number of Students Tested		
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**												
Grade Level	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	1440.7	1458.5	1435.9	1458.5	1478.4	1457.2	1399.0	1411.8	1385.6	21	19	25
1	1494.3	1491.8	1455.9	1482.1	1476.0	1474.4	1505.9	1507.4	1436.9	17	19	19
2	1495.6	1511.5	1494.3	1486.0	1499.6	1522.3	1504.7	1523.1	1465.8	25	15	12
3	1523.7	1489.8	1482.4	1513.8	1480.4	1488.8	1533.1	1499.0	1475.5	15	18	17
4	*	1538.5	*	*	1524.4	*	*	1552.1	*	*	17	9
5	*	*	1519.9	*	*	1512.3	*	*	1526.9	*	10	16
6	1529.0	*	1547.6	1514.0	*	1547.1	1543.5	*	1547.4	11	9	14
All Grades										107	107	112

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Overall Language **Percentage of Students at Each Performance Level for All Students**															
Grade Level	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	61.90	15.79	12.00	*	73.68	40.00	*	10.53	40.00	*	0.00	8.00	21	19	25
1	70.59	26.32	10.53	*	52.63	42.11		15.79	36.84	*	5.26	10.53	17	19	19
2	60.00	20.00	16.67	*	73.33	50.00	*	0.00	33.33	*	6.67	0.00	25	15	12
3	*	16.67	29.41	*	38.89	17.65	*	33.33	35.29	*	11.11	17.65	15	18	17
4	*	41.18	*	*	47.06	*	*	5.88	*		5.88	*	*	17	*
5	*	*	6.25	*	*	43.75		*	50.00		*	0.00	*	*	16
6	*	*	28.57	*	*	50.00	*	*	21.43		*	0.00	11	*	14
All Grades	50.47	25.23	17.86	30.84	55.14	40.18	14.02	14.02	34.82	*	5.61	7.14	107	107	112

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Oral Language — Percentage of Students at Each Performance Level for All Students															
K	61.90	36.84	32.00	*	52.63	36.00	*	10.53	24.00	*	0.00	8.00	21	19	25
1	70.59	36.84	31.58	*	42.11	52.63		15.79	15.79	*	5.26	0.00	17	19	19
2	64.00	53.33	41.67	*	40.00	58.33	*	0.00	0.00	*	6.67	0.00	25	15	12
3	*	33.33	47.06	*	27.78	23.53	*	27.78	17.65	*	11.11	11.76	15	18	17
4	*	47.06	*	*	47.06	*	*	0.00	*		5.88	*	*	17	*
5	*	*	31.25		*	56.25		*	12.50		*	0.00	*	*	16
6	*	*	50.00	*	*	50.00	*	*	0.00		*	0.00	11	*	14
All Grades	59.81	47.66	40.18	25.23	37.38	42.86	10.28	9.35	12.50	*	5.61	4.46	107	107	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Written Language — Percentage of Students at Each Performance Level for All Students															
K	*	5.26	8.00	*	52.63	24.00	*	36.84	40.00	*	5.26	28.00	21	19	25
1	70.59	36.84	0.00	*	21.05	26.32		36.84	47.37	*	5.26	26.32	17	19	19
2	52.00	13.33	0.00	*	80.00	50.00	*	0.00	16.67	*	6.67	33.33	25	15	12
3	*	5.56	11.76	*	44.44	17.65	*	33.33	47.06	*	16.67	23.53	15	18	17
4	*	35.29	*	*	47.06	*	*	11.76	*	*	5.88	*	*	17	*
5	*	*	12.50	*	*	12.50		*	62.50		*	12.50	*	*	16
6	*	*	14.29	*	*	35.71	*	*	42.86	*	*	7.14	11	*	14
All Grades	40.19	15.89	8.04	34.58	46.73	27.68	15.89	28.97	41.96	*	8.41	22.32	107	107	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	80.95	42.11	24.00	*	57.89	72.00	*	0.00	4.00	21	19	25
1	82.35	73.68	36.84	*	21.05	63.16	*	5.26	0.00	17	19	19
2	60.00	53.33	50.00	*	40.00	50.00	*	6.67	0.00	25	15	12
3	*	22.22	41.18	*	55.56	41.18	*	22.22	17.65	15	18	17
4	*	35.29	*	*	52.94	*	*	11.76	*	*	17	*
5	*	*	18.75	*	*	75.00		*	6.25	*	*	16
6	*	*	28.57	*	*	64.29		*	7.14	11	*	14
All Grades	62.62	40.19	34.82	31.78	51.40	58.93	*	8.41	6.25	107	107	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	52.38	42.11	36.00	*	57.89	48.00	*	0.00	16.00	21	19	25
1	64.71	5.26	15.79	*	84.21	84.21	*	10.53	0.00	17	19	19
2	72.00	40.00	41.67	*	53.33	58.33	*	6.67	0.00	25	15	12
3	*	55.56	47.06	*	33.33	41.18	*	11.11	11.76	15	18	17
4	*	70.59	*	*	23.53	*		5.88	*	*	17	*
5	*	*	62.50	*	*	31.25		*	6.25	*	*	16
6	*	*	85.71	*	*	14.29		*	0.00	11	*	14
All Grades	61.68	49.53	48.21	30.84	43.93	44.64	*	6.54	7.14	107	107	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	4.00	85.71	100.00	80.00	*	0.00	16.00	21	19	25
1	76.47	42.11	5.26	*	52.63	57.89	*	5.26	36.84	17	19	19
2	64.00	46.67	25.00	*	46.67	41.67	*	6.67	33.33	25	15	12
3	*	5.56	17.65	*	72.22	29.41	*	22.22	52.94	15	18	17
4	*	23.53	*	*	58.82	*	*	17.65	*	*	17	*
5	*	*	18.75	*	*	62.50		*	18.75	*	*	16
6	*	*	14.29	*	*	35.71	*	*	50.00	11	*	14
All Grades	37.38	18.69	13.39	46.73	70.09	54.46	15.89	11.21	32.14	107	107	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.14	47.37	16.00	*	42.11	40.00	*	10.53	44.00	21	19	25
1	*	26.32	10.53	*	63.16	68.42	*	10.53	21.05	17	19	19
2	56.00	6.67	0.00	*	86.67	66.67	*	6.67	33.33	25	15	12
3	*	11.11	17.65	*	72.22	64.71	*	16.67	17.65	15	18	17
4	*	52.94	*	*	47.06	*	*	0.00	*	*	17	*
5	*	*	12.50	*	*	75.00		*	12.50	*	*	16
6	*	*	35.71	*	*	64.29		*	0.00	11	*	14
All Grades	50.47	28.04	14.29	41.12	63.55	63.39	*	8.41	22.32	107	107	112

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
478	**70.7**	**24.1**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	115	24.1
Foster Youth		
Homeless	14	2.9
Socioeconomically Disadvantaged	338	70.7
Students with Disabilities	63	13.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3
American Indian or Alaska Native	5	1.0
Asian	11	2.3
Filipino	10	2.1
Hispanic	273	57.1
Two or More Races	13	2.7
Native Hawaiian or Pacific Islander	1	0.2
White	159	33.3

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. English Language Arts overall results are green.

2. Mathematics overall results are green.

3. Chronic Absenteeism overall results are red.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
0.1 points above standard	10.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.7 points	Increased ++5.9 points	
250	72	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.9 points below standard	52 points below standard
	Declined -3 points	Maintained -2 points
9	172	32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	3	2	6

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Yellow
1.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.3 points below standard
Increased ++3.1 points			Declined -7.1 points
148	6	1	81

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
46.6 points below standard	52.6 points above standard	1.2 points above standard
Increased ++6.5 points	Increased Significantly ++29.1 points	Maintained -2.6 points
46	26	169

Conclusions based on this data:

1. The English Learner Student Group increased.

2. The Socioeconomically Disadvantaged Student Group increased.

3. All Students increased 25 points and are 2 points above the standard.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
16.9 points below standard	33.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	Declined -9.7 points	
249	72	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	31.3 points below standard	44.2 points below standard
	Declined -6.6 points	Increased ++10.9 points
9	171	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	3	2	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
18.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.5 points below standard
Declined -3.6 points			Declined -6.7 points
147	6	1	81

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.8 points below standard	18.4 points above standard	12.8 points below standard
Declined -6.2 points	Increased ++6 points	Maintained -1.8 points
46	26	168

Conclusions based on this data:

1. The English Learner Student Group increased.

2. The Socioeconomically Disadvantaged Student Group increased.

3. All Students increased 13 points, but are 11 points below the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.4 making progress towards English language proficiency
Number of EL Students: 87
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	31.0	10.3	39.0

Conclusions based on this data:

1. 50% of learners may be able to reclassify as Fluent English Proficient.

2. 50% of learners will continue to set goals in one or more of the four domains.

3. Our newcomer scored Beginning Stage Level 1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
16.7	17.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Declined -1.9	2
490	117	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
21.1	21.8	26.7
Increased +13.4	Maintained +0.3	Increased +2
19	331	75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
			Maintained 0
6	5	5	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
17.2	18.8	Less than 11 Students - Data Not Displayed for Privacy	16.3
Increased +1.2	Declined -6.3		Increased +1.6
		2	
273	16		172

Conclusions based on this data:

1. There is an overall increase in Chronic Absenteeism for All Students.

2. Sixteen percent of learners need attendance support.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
2.8	2.6	Less than 11 Students - Data Not
Increased +0.7	Increased +0.9	3
501	117	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Yellow
0	3.8	2.6
Declined -6.3	Increased Significantly +2.2	Maintained -0.2
21	338	77

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 6	Less than 11 Students - Data 5	Less than 11 Students - Data 5	0
			Maintained 0
			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
2.9	0	Less than 11 Students - Data 2	3.4
Increased +1.5	Maintained 0		Maintained -0.2
277	16		179

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.1	2.8

Conclusions based on this data:

1. The Homeless Student Group increased.

2. The White Student Group and the Hispanic Student Group both increased.

3. The White Student Group and the Hispanic Student Group remain relatively close.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Meeting the diverse needs of every learner through impactful teaching practices, high standards, and equitable resources.

Based on the DRA data listed below, there is a continued need to increase student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Based on Fall to Winter MAP data in the area of reading, there is a need to provide professional development to support the effective use of core curriculum. Deeper understanding of the connection between reading and writing, along with cycles of coaching/improvement are needed to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies are also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate. Additional support is needed with the analysis of reading data and the instructional implications that be drawn from data sets. Refreshers of reading standards and writing standards are needed at all grade levels.

Based on Fall to Winter MAP data in the area of mathematics, there is a need to provide professional development to support the effective use of core curriculum; deeper understanding of the mathematical practices; current research on effective strategies and identification of support materials for learners, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that are drawn from data sets. Refreshers of math standards, math practices, and both Eureka/CPM pacing guides are needed at all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-6th grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessments (DRA)	2020-2021 Grade-Level Baseline Spring DRA: Transitional Kindergarten: 5/12=42% Kindergarten: 17/55=31%	2022-2023 Grade-Level Winter DRA Expected Outcome: 80% Kindergarten: 39% First Grade: 52% Second Grade: 51%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
will increase by 10% each year.	First Grade: 36/68=53% Second Grade: 27/58=47% (12 of the learners that did not meet have been here since kindergarten.) Third Grade: 39/60=65% Fourth Grade: 35/48=73% Fifth Grade: 39/53=74% Sixth Grade: 44/63=73% 2021-2022 Grade-Level Actual Outcome Winter DRA: Kindergarten: 29% First Grade: 42% Second Grade: 41% Third Grade: 61% Fourth Grade: 54% Fifth Grade: 83% Sixth Grade: 58%	Third Grade: 71% Fourth Grade: 64% Fifth Grade: 93% Sixth Grade: 68%
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Mathematics on Spring MAP will increase at least 5% each year.	2020-2021 Grade-Level Baseline Spring MAP: First Grade: 49% Second Grade: 42% Third Grade: 61% Fourth Grade: 70% Fifth Grade: 23% Sixth Grade: 37% 2021-2022 Grade-Level Actual Outcome Winter MAP: All Learners: 33% First Grade: 28% Second Grade: 39% Third Grade: 38% Fourth Grade: 34% Fifth Grade: 40% Sixth Grade: 20%	2022-2023 Grade-Level Winter MAP Expected Outcome 60th percentile All Learners: 38% First Grade: 33% Second Grade: 44% Third Grade: 43% Fourth Grade: 39% Fifth Grade: 45% Sixth Grade: 25%
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Reading on Spring MAP will increase at least 5% each year.	2020-2021 Grade-Level Baseline Spring MAP: First Grade: 23% Second Grade: 50% Third Grade: 69% Fourth Grade: 63% Fifth Grade: 29% Sixth Grade: 49%	2022-2023 Grade-Level Baseline Winter MAP Expected Outcome 60th percentile All Learners: 45% First Grade: 40% Second Grade: 46% Third Grade: 49% Fourth Grade: 44% Fifth Grade: 58% Sixth Grade: 41%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022 Grade-Level Actual Outcome Winter MAP: All Learners: 40% First Grade: 35% Second Grade: 41% Third Grade: 44% Fourth Grade: 39% Fifth Grade: 53% Sixth Grade: 36%	
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	2021-2022 California Dashboard: NA 2018-2019 California Dashboard: All Students: YELLOW 0.1 point above standard Maintained -1.7 points English Learners: YELLOW 10.8 points below standard Increased 5.9 points Socioeconomically Disadvantaged: ORANGE 13.9 points below standard Declined 3 points Students With Disabilities: ORANGE 52 points below standard Maintained -2 points Hispanic: GREEN 1.9 points above standard Increased 3.1 points White: YELLOW 4.3 points below standard Declined 7.1 points	2022-2023 California Dashboard: All Students: GREEN 20.1 points above standard English Learners: GREEN 9.2 points above standard Socioeconomically Disadvantaged: GREEN 6.1 points above standard Students With Disabilities: ORANGE 32 points below standard Hispanic: GREEN 21.9 points above standard White: GREEN 15.7 points above standard 2021-2022 Expected Outcome: All Students: GREEN 10.1 point above standard English Learners: GREEN .8 points below standard Socioeconomically Disadvantaged: YELLOW 3.9 points below standard Students With Disabilities: ORANGE

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		42 points below standard Hispanic: GREEN 11.9 points above standard White: GREEN 5.7 points above standard
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	2021-2022 California Dashboard: NA 2018-2019 California Dashboard: All Students: YELLOW 16.9 points below standard Declined 5.6 points English Learners: ORANGE 33.5 points below standards Declined 9.7 points Socioeconomically Disadvantaged: ORANGE 31.3 points below standard Declined 9.7 points Students With Disabilities: YELLOW 44.2 points below standard Increased 10.9 points Hispanic: YELLOW 18.7 points below standard Declined 3.6 points White: YELLOW 14.5 points below standard Declined 6.7 points	2022-2023 California Dashboard: All Students: GREEN 3.1 points above standard English Learners: YELLOW 13.5 points below standards Socioeconomically Disadvantaged: YELLOW 11.3 points below standard Students With Disabilities: YELLOW 24.2 points below standard Hispanic: GREEN 1.3 points above standard White: GREEN 5.5 points above standard 2021-2022 Expected Outcome: All Students: GREEN 6.9 points below standard English Learners: YELLOW 23.5 points below standards Socioeconomically Disadvantaged: YELLOW 21.3 points below standard Students With Disabilities: YELLOW 34.2 points below standard Hispanic: GREEN 8.7 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		White: GREEN 4.5 points below standard
The participation rate of 3rd-8th grade Students With Disabilities taking the the Mathematics & ELA CAASPP will meet or exceed 95%.	2021-2022 California Dashboard: NA ELA Participation Rate: Math Participation Rate: 2018-2019 California Dashboard: ELA Participation Rate: 88% Math Participation Rate: 88%	2022-2023 Expected Outcome: ELA Participation Rate: 95% Math Participation Rate: 95%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	2021-2022 California Dashboard: NA 2019 California Dashboard: 49.4/81=60% making progress towards English language proficiency	2022-2023 Expected Outcome: 70% making progress towards English language proficiency
English Learner reclassification rate will increase at least 1% each year.	2019-2020 Baseline: 15/115 Reclassification rate = 13% 2021-2022 Actual Outcome: 16/127 Reclassification rate = 13%	2022-2023 Expected Outcome: 14% reclassified
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-2021 Baseline: 100% 2021-2022 Actual Outcome: Maintained 100%	2022-2023 Expected Outcome: Maintained 100%
Students utilizing technological resources in order to support academic growth will be maintained at 100%.	2020-2021 Baseline: 100% 2021-2022 Actual Outcome: Maintained 100%	2022-2023 Expected Outcome: Maintained 100%
Misassignments of teachers will remain at 0.	2020-2021 Baseline: 100% 2021-2022 Actual Outcome: Maintained 100%	2022-2023 Expected Outcome: Maintained 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	2020-2021 Baseline: 100% 2021-2022 Actual Outcome: Maintained 100%	2022-2023 Expected Outcome: Maintained 100%
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated.	2020-2021 Baseline: Maintained 100% 2021-2022 Actual Outcome: Maintained 100%	2022-2023 Expected Outcome: Maintained 100%
Parent CalSCHL survey will be completed by a minimum of 120 families with an increase of 10% each year.	2020-2021 Baseline: 136 families responded 2021-2022 Actual Outcome: 46 families responded	2022-2023 Expected Outcome: 165 families
Parent use of SIS Parent View will increase 10% annually.	2020-2021:0% (New SIS System Fall 2021) 2021-2022 Baseline: 57% of families	2022-2023 Expected Outcome: 67% of families
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites.	2020-2021 Baseline: FAIR 2021-2022 Baseline: GOOD	2022-2023 Expected Outcome: Maintained GOOD

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

ELA Goal: Decreasing the number of learners who score below standard on the reading claim. Implementing 50% whole class and 50% small group ELA instruction

Independent Daily Reading

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

Amount(s)	Source(s)
27,000.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
4,300.00	Title I 5000-5999: Services And Other Operating Expenditures SIPPS/Zoo Phonics Foundational Skills
10,000.00	EIA Funds 5000-5999: Services And Other Operating Expenditures SIPPS/Zoo Phonics Foundational Skills
27,000.00	EIA Funds 2000-2999: Classified Personnel Salaries Instructional Assistants
52,000.00	EIA Funds 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Problem of Practice Reading Goal: Recognizing the Impact of independent reading.

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

Amount(s)	Source(s)
3,000.00	EIA Funds 4000-4999: Books And Supplies Independent Daily Reading
2,000.00	Title I 4000-4999: Books And Supplies Independent Daily Reading

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Writing Goal: Decreasing the number of learners who score below standard on the writing claim. Implementing consistent writing strategies to improve students' ability to independently produce writing

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

ELD Goal: Increasing the number of learners who RFEP.
Implementing ELD instruction to develop the language needed to engage in grade-level literacy

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Mathematics Goal: Deepening teacher knowledge of the mathematical domains.
Participating in year one, operations and algebraic thinking, site learning events Implementing small group math instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500.00	EIA Funds 1000-1999: Certificated Personnel Salaries Mathematics Learning Events
2,200.00	Title I 5000-5999: Services And Other Operating Expenditures Happy Numbers
200.00	Title I 4000-4999: Books And Supplies Manipulatives

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

PLC Goals:
Implementing consistent analysis of data to support instruction
Using meaningful evaluation and self-reflection to continuously improve classroom instruction
Providing and supporting improvement opportunities

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

Amount(s)	Source(s)
200.00	EIA Funds 5000-5999: Services And Other Operating Expenditures Anti-Bias Culture and Climate Institute
400.00	EIA Funds 5000-5999: Services And Other Operating Expenditures Fred Jones Training

Annual Review

SPSA Year Reviewed: 2021-22

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 the COVID-19 school closure and unavailable student achievement data because no state testing and end of year district assessments were administered, we have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:
MAP Reading and Mathematics and DRA Fall to Winter data.

Vernon E. Greer classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Vernon E. Greer met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023. Staff will be provided with the resources and tools to support an increase in reading, writing, and mathematics performance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Meeting the diverse needs of every learner for motivation, social connectedness, and self-regulation as prerequisites for learning.

Based on the data listed below, Vernon E. Greer will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, family notification, and access to appropriate support personnel. A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions. Our site social worker and mental health clinician will continue to provide service to learners, families, and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance rate will increase to 96% or greater.	2018-2019 Daily Attendance Rate: 94.5% 2021-2022 Daily Attendance Rate: to be determined	2022-2023 Daily Attendance Rate Expected Outcome: 96% daily attendance rate
Chronic absenteeism rate will decrease by 1% or greater for every student subgroup.	2021-2022 California Dashboard: District Data All Students: 169/504=34% 2019-2020 California Dashboard: All Students: ORANGE 16.7% - Increased 1% English Learners: YELLOW 17.9% - Declined 1.9%	2022-2023 California Dashboard Expected Outcome: All Students: YELLOW 14.7% English Learners: YELLOW 15.9% Socioeconomically Disadvantaged: ORANGE 19.8% Students With Disabilities: ORANGE 24.7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged: RED 21.8 - Maintained +0.3% Students With Disabilities: RED 26.7% - Increased 2% Hispanic: ORANGE 17.2% - Increased 1.2% White: ORANGE 16.3% - Increased 1.6%	Hispanic: YELLOW 15.2% White: YELLOW 14.3%
Overall suspension rate will decrease by 1% or greater for every student subgroup.	2019-2020 California Dashboard: All Students: ORANGE 2.8% - Increased 0.7% English Learners: ORANGE 2.6% - Increased 0.9% Socioeconomically Disadvantaged: RED 3.8% - Increased 2.2% Students With Disabilities: YELLOW 2.6% - Maintained -0.2% Hispanic: ORANGE 2.9% - Increased 1.5% White: ORANGE 3.4% - Maintained -0.2% 2021-2022 California Dashboard: Actual Outcome- District Data All Students: 3 English Learners: 0 Socioeconomically Disadvantaged: 2 Students With Disabilities: 1 Hispanic: 3 White: 0	2022-2023 California Dashboard Expected Outcome: All Students: GREEN .8% English Learners: GREEN .6% Socioeconomically Disadvantaged: YELLOW 1.8% Students With Disabilities: GREEN .6% Hispanic: GREEN .9% White: GREEN .4%
Overall expulsion rate will decrease by 1% or greater for every subgroup.	2019-2020 District Data Baseline All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 0 White: 0	2022-2023 California Dashboard Expected Outcome: All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 0 White: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022 District Data Actual Outcome: All Students: 1 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 1 White: 0	
Percentage of parents responding Strongly Agree and Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%.	2021-2022 Fall Survey Results: 84% indicate clean and well-maintained facilities and properties. 32% of families indicate promotion of parental involvement. 48% of families indicate communication with parents at school. 27% indicate parent involvement in school.	2022-2023 Fall Survey Results Expected Outcome: 89% indicate clean and well-maintained facilities and properties. 37% of families indicate promotion of parental involvement. 53% of families indicate communication with parents at school. 32% indicate parent involvement in school.
Percentage of students in grades 5 and 6 responding" Yes, most OR all of the time" on the annual CalSCHLS Survey will increase/decrease at least 5% in areas that are below 85%.	2021-2022 Fall Survey Results: 26 5th grade learner respondents 25 6th grade learner respondents 67% of 5th grade learners and 67% of 6th grade learners indicate there are caring adults in school. 81% of 5th grade learners and 84% of 6th grade learners indicate high expectations from adults. 32% of 5th grade learners and 27% of 6th grade learners indicate meaningful participation at school. 62% of 5th grade learners and 64% of 6th grade learners indicate school connectedness. 81% of 5th grade learners and 76% of 6th grade learners indicate academic motivation. 62% of 5th grade learners and 78% of 6th grade learners	2022-2023 Fall Survey Results Expected Outcome: 5th grade learner respondents 6th grade learner respondents 72% of 5th grade learners and 72% of 6th grade learners indicate there are caring adults in school. 86% of 5th grade learners and 89% of 6th grade learners indicate high expectations from adults. 37% of 5th grade learners and 32% of 6th grade learners indicate meaningful participation at school. 67% of 5th grade learners and 69% of 6th grade learners indicate school connectedness. 86% of 5th grade learners and 81% of 6th grade learners indicate academic motivation. 67% of 5th grade learners and 83% of 6th grade learners

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	indicate social and emotional learning supports. 65% of 5th grade learners and 68% of 6th grade learners indicate fairness. 21% of 5th grade learners and 33% of 6th grade learners indicate violence victimization. 78% of 5th grade learners and 74% of 6th grade learners indicate an anti-bullying climate. 76% of 5th grade learners and 76% of 6th grade learners indicate parent involvement in schooling.	indicate social and emotional learning supports. 70% of 5th grade learners and 73% of 6th grade learners indicate fairness. 26% of 5th grade learners and 38% of 6th grade learners indicate violence victimization. 83% of 5th grade learners and 79% of 6th grade learners indicate an anti-bullying climate. 81% of 5th grade learners and 81% of 6th grade learners indicate parent involvement in schooling.
At least 65% of the students served in Summer will be students from the unduplicated students' group (Low SES, EL, foster).	2021 Summer Unduplicated Student Group Participation: English Learners: 59/199=30% Foster/Homeless: 10/199=5% Socioeconomically Disadvantaged:77/199=39% 2022 Summer Unduplicated Student Group Participation: To Be Determined	2022-2023 Unduplicated Student Group Participation Expected Outcome: 40%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

PBIS: Improving Effectiveness, Efficiency, and Equity

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

Amount(s)	Source(s)
800.00	EIA Funds

	4000-4999: Books And Supplies
	PBIS Incentives

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Restorative Practices: Building Collaboration, Respect, and Positive Behavior

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Strengths Activities: Building Upon What Learners Naturally Do Best

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Caring School Community Circles: Building a Climate of Kindness and Caring

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

Amount(s)   Source(s)

500.00   Title I

	4000-4999: Books And Supplies Caring School Community Kits
200.00	Title I 4000-4999: Books And Supplies Bucket Filling
1,100.00	EIA Funds 4000-4999: Books And Supplies Bucket Filling Books

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Second Step Curriculum: Building a Healthy Community

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

Amount(s)	Source(s)
500.00	Title I 4000-4999: Books And Supplies Second Step Curriculum

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Fostering Resilient Learners: Creating a Trauma-Sensitive Classroom

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

Amount(s)	Source(s)
100.00	Title I 4000-4999: Books And Supplies Teacher Resource
500.00	EIA Funds 4000-4999: Books And Supplies

	Relationship, Responsibility, and Regulation Book Study

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Permission To Feel: Building an Emotionally and Psychologically Safe Learning Environment

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

Amount(s)	Source(s)
500.00	EIA Funds 4000-4999: Books And Supplies Permission to Feel Book Study

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Peace Corners: Integrating Checking In and Reflecting to Support Well Being

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

Amount(s)	Source(s)
3,300.00	EIA Funds 4000-4999: Books And Supplies SEL Tools

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Service Learning: Community-Based Activities with Structured Preparation and Reflection

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Digital Citizenship: Helping Learners Take Ownership of Their Digital Lives

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Vernon E. Greer classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Vernon E. Greer met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023. Staff will be provided with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$64,281
Total Federal Funds Provided to the School from the LEA for CSI	$64,281
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$138,300.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$37,000.00

Subtotal of additional federal funds included for this school: $37,000.00

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 ($)
EIA Funds	$101,300.00

Subtotal of state or local funds included for this school: $101,300.00

Total of federal, state, and/or local funds for this school: $138,300.00

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	52,409	15,409.00
Title I Part A: Parent Involvement	1,322	1,322.00
LCFF - Supplemental	129,472	129,472.00
Title III	10,550	10,550.00

Expenditures by Funding Source

Funding Source	Amount
EIA Funds	101,300.00
Title I	37,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,500.00
2000-2999: Classified Personnel Salaries	106,000.00
4000-4999: Books And Supplies	12,700.00
5000-5999: Services And Other Operating Expenditures	17,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EIA Funds	2,500.00
2000-2999: Classified Personnel Salaries	EIA Funds	79,000.00
4000-4999: Books And Supplies	EIA Funds	9,200.00
5000-5999: Services And Other Operating Expenditures	EIA Funds	10,600.00

2000-2999: Classified Personnel Salaries	Title I	27,000.00
4000-4999: Books And Supplies	Title I	3,500.00
5000-5999: Services And Other Operating Expenditures	Title I	6,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	130,800.00
Goal 2	7,500.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

Name of Members	Role
Stephanie Simonich	Principal
Leah Wheeler	Other School Staff
Kim Silveria	Classroom Teacher
Linda Pappas	Classroom Teacher
Laura Corwin	
Sofia Flores	Other School Staff
Melissa Wilson	Classroom Teacher
Stacey Finley	Classroom Teacher
Tiffani Talbott	Parent or Community Member
Ingrid Carrillo	Parent or Community Member
Saret Scgenone	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Stephanie Simonich on 6-3-2022
SSC Chairperson, Laura Corwin on 6-3-2022

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	6/2/22	

Purpose and Description

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

X Schoolwide Program

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

The school will work with staff and the School Site Council in an effort to address the learning and social/emotional needs of all students by providing engaging instruction that meets or exceeds the state standards.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

McCaffrey Middle School students, parents and staff have participated in some of the following surveys: Youth Development Network Fish Bowl, Facilities Master Plan Survey including the proposed Farm to Fork facility, CalSCHLS (California School Climate, Health, and Learning Survey), Staff Google Surveys, Student Safety Survey, McCaffrey Advisory Committee (MAC) survey of needs, Peer Leaders Uniting Students (PLUS) student survey, and the West Ed Survey. These surveys revealed a need for additional anti-bullying programs, mental health awareness/education through a Wellness Center, a desire for a cleaner, well maintained campus, school wide field trip offerings,and class offerings related to career paths.

Key Indicators of School Climate and Student Well-Being

PLEASE NOTE: First number is current data and number in parentheses is the change from the previous year.

Grade 7 %	Grade 8 %

School Engagement and Supports	Grade 7 %	Grade 8 %
School connectedness	63	55
Academic motivation	67	63
Caring adult relationships	58	54
High expectations	74	71
Meaningful participation	26	25
Facilities upkeep	31	44
Promotion of parent involvement in school	55	51

School Safety		
School perceived as very safe or safe	60	61
Experienced any harassment or bullying	43	37
Had mean rumors or lies spread about you	35	36
Been afraid of being beaten up	24	20
Been in a physical fight	13	12
Seen a weapon on campus	8	7
Cyberbullying	31	36

Substance Use and Physical/Mental Health		
Current alcohol or drug use	2	9
Current marijuana use	1	3
Current binge drinking	0	2
Very drunk or "high" 7 or more times, ever	0	2
Been drunk or "high" on drugs at school, ever	0	4
Current cigarette smoking	0	1
Vaping	2	4
Sleep deprivation (less than 8 hours)	16	20
Experienced chronic sadness/hopelessness	29	39

Considered suicide	15	18

School Climate Scales

Student learning environment	68	61
Learning engagement climate	31	26
Fairness and respect	50	38
Racial/Ethnic conflict	17	24
Respect for diversity	56	52
Clarity of rules	77	73
Disciplinary harshness	29	39
Student peer relationships	43	44
Supports for social and emotional learning	67	64
Anti-bullying climate	43	38
Quality of school facilities	36	45
Time for lunch	56	53

Key Indicators of Social Emotional Health

Covitality	62	61
Belief in self	58	56
Belief in others	69	70
Emotional competence	67	69
Engaged living	54	51
Growth mindset	74	72
Goals	75	77
Collaboration	64	65

Covitality Domains and Subdomains

Belief in self	58	56
Self-efficacy	70	68
Self-awareness	59	60
Persistence	46	41
Belief in others	69	70
School supports	72	68
Family connectedness	65	70
Peer supports	68	72
Emotional competence	67	69
Emotional regulation	72	71
Empathy	67	74
Behavioral self-control	63	61
Engaged living	54	51
Optimism	48	46
Gratitude	62	61
Zest	52	47

Custom Questions
This school encourages me to know and use my strengths to do what I do best.

"Grade 7%"	"Grade 8%"	"Total %"
Strongly agree	23	22	22
Agree	47	43	45
Neither agree nor disagree	23	25	24
Disagree	4	3	4
Strongly disagree	3	4	4

Classroom Observations

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

School administrators perform formal and informal observations of both classified and certificated staff. Classroom mini-observations (informal) as well 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. Additional support is provided by district TOSAs as needed.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McCaffrey Middle School student achievement is measured using the Measures of Academic Progress (MAP) Assessment by NWEA, the CAASPP State Assessment, and the ELPAC (English Learner Proficiency Assessment for California). The data from these assessments along with classroom common assessments informs school personnel on appropriate actions.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Formal and informal formative and summative assessments are used to inform and modify instruction on an ongoing basis. Data from these assessments are also used to inform instruction. Students and parents have access to StudentVUE and ParentVUE to self monitor learner progress and performance. All content areas, with a focus on math and language, employ common assessments in an effort to truly report out student growth and progress in a consistent manner.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet teacher requirements. Principals will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct on-going mini observations with face-to-face and written feedback utilizing Google Docs. As noted above, curriculum coaches will support teachers in the classroom through modeling and facilitating the sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (TOSAs).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of McCaffrey Middle School certificated staff have access to professional development through district wide professional development days, release time to work with our TOSAs, professional conferences and district wide collaboration days as well as weekly Wednesday collaboration time. Current professional development addresses the newly adopted ELD standards and common core state standards. Continued support for and development of consistent school-wide use of key literacy strategies for English Learners is supported by on-going professional learning through our McCaffrey Middle School Literacy Team. NGSS (Next Generation Science Standards) implementation continues with the development of rigorous, standards-based learning sequences.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

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. The teacher will participate in district training based on the findings and recommendations of the Literacy Team in order to support learners' use of language to access complex text and engage in effective expression (conversation) of content knowledge. Staff development opportunities will also be available in the Teacher Curriculum Institute (TCI) for social studies and the Amplify program for language arts.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

McCaffrey Middle School teachers have the assistance and support of site and district administration as well as peers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All McCaffrey Middle School teachers meet every Wednesday as part of ongoing collaboration and professional growth. Teachers meet as teams and grade level content areas to discuss learner data in an effort to provide the most effective instructional strategies and practices. These collaborations are designed to promote a greater consistency in the use of research-based instructional strategies.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All McCaffrey Middle School curriculum and instructional materials are aligned to the the current CCSS and Next Generation Science Standards (NGSS) content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

McCaffrey Middle School meets the recommended instructional minutes for all core subjects including but not limited to literacy and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teaming (math, science, social studies and language arts) allows teachers the time to meet with students on an individual basis during homeroom and class periods. Assistance and support is provided by site and district administration as well as peers. Math support will be offered to select students struggling in math. ELD instruction will be provided to English Language Learners students by our language arts teachers.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of instructional materials are available to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials are aligned with SBE-adopted including current CCSS and NGSS state standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All services provided by the regular school program enable underperforming students to meet standards. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. The MTSS process begins with targeted interventions based on a learner's individual needs. Each school site has developed a MTSS team. The MTSS site team meets on a monthly basis to review learner progress and documentation of learner support. This team consists of administration, psychologists, social workers, counselors, teachers and specialists. In an effort to meet the needs of underperforming students, instructional assistants are employed in the areas of ELD, math, language arts, strategies classes and other core areas as needed.

Evidence-based educational practices to raise student achievement

McCaffrey Middle School utilizes research based educational practices garnered from NGSS, CALLI and other state documents when appropriate. Common Core and NGSS have played an integral role in the development of content specific curriculum.

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) and other school events

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants. Students in need of support outside of the regular classroom will have access to before and after school programs through After School Education and Safety (ASES), the Galt Assisted Learning and Enrichment Program (GALEP), and the Migrant Ed funding of after school tutoring for math.

Student Study Team (SST) referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the school counselor, social worker and administration, will develop an intervention action plan to support student progress and learning. Additionally, the Student Study Team will monitor and follow-up on student progress. The process is coordinated by our school counselor.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

McCaffrey Middle School has SSC and ELAC committees whose membership includes staff, student(s) and parents. At the site level, there are department chairpersons as well as individual grade level teams (math, science, social studies, language arts and special education) that meet on a regular basis to process ideas and issues that directly impact student achievement. The McCaffrey Advisory Committee (MAC) meets on a monthly basis, or more often if needed, to discuss school issues and ideas. Each of the homeroom classes send a representative to the meeting who then goes back to their homeroom class and reports back to their homeroom class.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Schoolwide Program funds will be utilized to provide support for all students. This will happen by providing supplemental support in an effort to improve the overall educational programs. Students not meeting academic standards, including students from the English Learner student group, Socio-economically Disadvantaged student group, Students with Disabilities, Migrant Education students and Foster Youth will benefit from the resources provided by state and federal funds including Supplemental and Concentration (EIA), Title I and Title III.

Fiscal support (EPC)

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

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
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 7	423	407	364
Grade 8	461	413	396
Total Enrollment	884	820	760

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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	101	116	113	11.4%	14.1%	14.9%
Fluent English Proficient (FEP)	264	239	192	29.9%	29.1%	25.3%
Reclassified Fluent English Proficient (RFEP)	24	18	22	27.0%	17.8%	19.0%

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 stabilized in the last 2 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	449	415	355	443	406	0	443	405	0	98.7	97.8	0.0
Grade 8	473	447	392	470	433	0	470	433	0	99.4	96.9	0.0
All Grades	922	862	747	913	839	0	913	838	0	99	97.3	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2531.	2545.		10.84	11.85		32.73	39.01		26.86	25.43		29.57	23.70	
Grade 8	2560.	2553.		10.85	11.09		39.15	36.26		29.57	26.56		20.43	26.10	
All Grades	N/A	N/A	N/A	10.84	11.46		36.04	37.59		28.26	26.01		24.86	24.94	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	21.67	19.75		43.12	48.40		35.21	31.85	
Grade 8	21.91	22.17		50.43	44.80		27.66	33.03	
All Grades	21.80	21.00		46.88	46.54		31.33	32.46	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	22.57	22.47		45.60	59.75		31.83	17.78	
Grade 8	16.17	18.71		58.09	58.66		25.74	22.63	
All Grades	19.28	20.53		52.03	59.19		28.70	20.29	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	10.61	10.86		67.04	73.58		22.35	15.56	
Grade 8	15.53	13.39		68.09	67.67		16.38	18.94	
All Grades	13.14	12.17		67.58	70.53		19.28	17.30	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	22.12	20.99		51.47	55.06		26.41	23.95	
Grade 8	25.11	21.02		57.45	53.35		17.45	25.64	
All Grades	23.66	21.00		54.55	54.18		21.80	24.82	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Without any CAASSP data for 19-20, we will continue with our previous conclusions. Our overall growth as a school continues to trend in the positive direction. This means we need to stay the course where learners are participating in structured learning experiences that provide the opportunity for them to demonstrate their understanding of the text. The academic literacy needs of our learners will continue to be addressed by all teachers through their use of strategies learned in California Language and Learning Innovation (CALLI).

2. Learners need to continue to participate in structured learning experiences that provide the opportunity for them to produce clear and purposeful writing. The academic literacy needs of our learners will be addressed by all teachers through the implementation of agreed upon schollwide CALLI (Literacy Team) strategies. In addition to our CALLI partnership, administration will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) and 3. the use of academic discourse.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	448	415	355	442	413	0	442	413	0	98.7	99.5	0.0
Grade 8	474	447	392	471	435	0	471	435	0	99.4	97.3	0.0
All Grades	922	862	747	913	848	0	913	848	0	99	98.4	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2518.	2536.		15.16	17.68		20.14	24.21		28.96	27.60		35.75	30.51	
Grade 8	2530.	2533.		12.95	18.39		18.47	14.48		29.72	24.37		38.85	42.76	
All Grades	N/A	N/A	N/A	14.02	18.04		19.28	19.22		29.35	25.94		37.35	36.79	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	21.49	26.88		32.58	34.38		45.93	38.74	
Grade 8	17.20	21.38		36.73	28.74		46.07	49.89	
All Grades	19.28	24.06		34.72	31.49		46.00	44.46	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	19.91	18.89		46.15	49.64		33.94	31.48	
Grade 8	16.35	19.31		51.38	45.06		32.27	35.63	
All Grades	18.07	19.10		48.85	47.29		33.08	33.61	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	16.06	18.16		52.26	57.38		31.67	24.46	
Grade 8	14.23	19.31		50.53	43.91		35.24	36.78	
All Grades	15.12	18.75		51.37	50.47		33.52	30.78	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1545.3	1541.6	1538.3	1537.9	1533.8	1530.7	1552.2	1549.0	1545.6	44	62	50
8	1529.4	1558.1	1562.4	1516.3	1550.7	1563.3	1542.3	1565.0	1561.0	30	39	52
All Grades										74	101	102

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	36.36	30.65	20.83	45.45	38.71	50.00	*	17.74	16.67	*	12.90	12.50	44	62	48
8	*	30.77	28.00	36.67	46.15	42.00	*	15.38	24.00	*	7.69	6.00	30	39	50
All Grades	33.78	30.69	24.49	41.89	41.58	45.92	14.86	16.83	20.41	*	10.89	9.18	74	101	98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	52.27	41.94	37.50	36.36	32.26	41.67	*	8.06	10.42	*	17.74	10.42	44	62	48
8	50.00	38.46	40.00	*	30.77	42.00	*	20.51	14.00	*	10.26	4.00	30	39	50
All Grades	51.35	40.59	38.78	33.78	31.68	41.84	*	12.87	12.24	*	14.85	7.14	74	101	98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	31.82	16.13	12.50	27.27	40.32	27.08	27.27	24.19	41.67	*	19.35	18.75	44	62	48
8	*	20.51	14.00	*	33.33	32.00	*	38.46	46.00	*	7.69	8.00	30	39	50
All Grades	31.08	17.82	13.27	22.97	37.62	29.59	27.03	29.70	43.88	18.92	14.85	13.27	74	101	98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	40.91	16.13	16.67	52.27	59.68	68.75	*	24.19	14.58	44	62	48
8	*	20.51	20.00	70.00	61.54	72.00	*	17.95	8.00	30	39	50
All Grades	33.78	17.82	18.37	59.46	60.40	70.41	*	21.78	11.22	74	101	98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	65.91	59.68	68.09	31.82	24.19	21.28	*	16.13	10.64	44	62	47
8	63.33	61.54	71.11	36.67	25.64	24.44		12.82	4.44	30	39	45
All Grades	64.86	60.40	69.57	33.78	24.75	22.83	*	14.85	7.61	74	101	92

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	34.09	19.35	18.75	27.27	56.45	39.58	38.64	24.19	41.67	44	62	48
8	*	25.64	26.00	*	35.90	36.00	50.00	38.46	38.00	30	39	50
All Grades	31.08	21.78	22.45	25.68	48.51	37.76	43.24	29.70	39.80	74	101	98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	34.09	14.52	14.58	63.64	72.58	75.00	*	12.90	10.42	44	62	48
8	*	12.82	10.00	76.67	82.05	86.00		5.13	4.00	30	39	50
All Grades	29.73	13.86	12.24	68.92	76.24	80.61	*	9.90	7.14	74	101	98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Without any CAASSP data for 19-20, we will continue with our previous conclusions. 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 IXL Math (provides personalized instruction on math competencies that an individual student is lacking). After school math tutoring is available from a credentialed math teacher throughout the year.

2. Learners need to participate in structured learning experiences that provide the opportunity for them to produce clear and purposeful writing. The academic literacy needs of our learners will be addressed by all teachers through their use of strategies provided by our Literacy Team. Administration and our Literacy Coach will work closely with content area teachers in an effort to implement the most effective literacy strategies. Our three literacy strategy focus areas are: 1. deconstructing the task or prompt, 2. concrete reading and writing process (steps for completing a writing task and Says, Means, Matters analysis tool) and 3. the use of academic discourse.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
760	**62.6**	**14.9**	**0.7**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	113	14.9
Foster Youth	5	0.7
Homeless	4	0.5
Socioeconomically Disadvantaged	476	62.6
Students with Disabilities	97	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.4
American Indian or Alaska Native	2	0.3
Asian	19	2.5
Filipino	12	1.6
Hispanic	461	60.7
Two or More Races	13	1.7
Native Hawaiian or Pacific Islander	8	1.1
White	233	30.7

Conclusions based on this data:

1. At the time, over half of our student population fell in the socioeconomically disadvantaged category.

2. Nearly 10% of our student population are english learners.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. This dashboard illustrates the overall trend of our school and the need to focus our energies on improving all areas of the dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
9.4 points below standard	68.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.9 points	Increased ++10.6 points	
		2
830	212	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	30.8 points below standard	93.4 points below standard
	Increased ++4.2 points	Maintained -1.3 points
7		
	507	108

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
8	2	Maintained ++0.4 points	8
		20	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
25.2 points below standard	13 points above standard	Less than 11 Students - Data Not Displayed for Privacy	18.8 points above standard
Maintained ++1.6 points	17	1	Increased ++9.2 points
525			248

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.3 points below standard	48.8 points below standard	8.1 points above standard
Increased Significantly ++17 points	Increased ++10.1 points	Increased ++5.5 points
88	124	483

Conclusions based on this data:

1. Our RFEP students underperformed based on a gap of 61.8 points below standard and a decline of 8.4 points from the previous year.

2. Our EL students made significant growth but are still 113.2 points below standard meaning the majority are most likely scoring a 1 on the SBAC.

3. Our students with special needs are making little to no growth and continue to be well below standard (-86.9 points).

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
39.2 points below standard	106.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.4 points	Increased Significantly ++25 points	2
832	213	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	65.3 points below standard	129.5 points below standard
7	Increased ++9.6 points	Increased ++13.4 points
	508	108

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
		Declined -3.6 points	
8	2	20	8

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
60.9 points below standard	29.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0.6 points above standard
Increased ++6.3 points	17	1	Increased Significantly ++20.3 points
526			249

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132.4 points below standard	88.3 points below standard	17.9 points below standard
Increased Significantly ++36.7 points	Increased Significantly ++21.5 points	Increased ++13 points
89	124	484

Conclusions based on this data:

1. All subgroups are significantly below standard with special concerns regarding the EL and Students with Disabilities subgroups.

2. The only subgroup that maintained was white and this subgroup is still 20.9 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
62.6 making progress towards English language proficiency
Number of EL Students: 91
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.4	20.8	8.7	53.8

Conclusions based on this data:

1. A large percent (41.9%) of our students are performing at a 3 knowing they need to be a level 4 to be re-designated.

2. Students scoring at level 1 are newcomers to this country.

3. Over 75% of our students are scoring either level 3 or 4 and are close or meeting one of the requirements for redesignation.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
12.1	14.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Increased +3.2	2
907	113	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
36.4	13.5	17.1
11	Declined -1.4	Increased +0.8
	562	117

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.8	Less than 11 Students - Data Not Displayed for Privacy
9	3	Maintained -0.2	8
		21	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
11.8	0	Less than 11 Students - Data Not Displayed for Privacy	14.2
Maintained +0.1	20	2	Increased Significantly +3.2
569			275

Conclusions based on this data:

1. All subgroups, with the exception of Hispanic, maintained or declined in chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
8.2	7.1	Less than 11 Students - Data Not 4
Increased +1.3	Declined -5.7	
918	113	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
7.7	9.4	16.8
13	Increased +1.8	Increased +9.1
	572	119

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 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:

1. As a school, our suspension increased for all subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engagement

LEA/LCAP Goal

Engaging learners in Pre Kindergarten-8th grade through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments

Goal 1

Engaging 7th-8th grade learners through a focus on equity, access and academic rigor with inclusive practices in a variety of learning environments

Identified Need

McCaffrey Middle School strives to meet the diverse needs of every student through impactful teaching practices, high standards and equitable resources. Data driven decision-making drives the work. California School Dashboard (2019) data indicates the following: Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources.

Fall to Winter MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and CPM pacing guides are needed at both grade levels

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of 7th-8th grade students meeting/exceeding the 60th percentile for Math and ELA on MAP will increase at least 5 percent each year	Baseline Spring 2021 All students that met or exceeded on the MAP assessment: 7th grade - 39.3% 8th grade - 32.5% All students - 35.8% Actual Outcomes Winter 2021 - 2022 (MATH) All students that met or exceeded the 60th percentile on the MAP Math assessment: 7th grade - 35% 8th grade - 39%	All students will meet or exceed on the MAP Winter MATH assessment 2022 - 2023: 7th grade - 40% 8th grade - 44% All students - 42% All students will meet or exceed on the MAP Winter ELA assessment 2022 - 2023: 7th grade - 45% 8th grade - 51% All students - 48%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All students - 37% Winter 2021 - 2022 (ELA) All students that met or exceeded on the MAP ELA assessment: 7th grade - 40% 8th grade - 46% All students - 43%	
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	2022 Outcome: Not available Baseline Fall 2019 CA Dashboard All students: Yellow Increased 10.4 Points (39.2 below) White: Blue Increased 20.3 (.6 above) Hispanic: Yellow Increased 6.3 Points (60.9 below) Low SES: Yellow Increased 9.6 Points (65.3 below) Students with Disabilities: Orange Increased 13.4 (129.5 below) All English Learners: Orange Increased 25 points (106.7 below)	All students: Yellow 29.2 below White: Blue 9.4 above Hispanic: Yellow 50.9 below Low SES: Yellow 55.3 below Students with Disabilities: Orange 119.5 below All English Learners: Orange 96.7 below
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts	2022 Outcome: Not available Fall 2019 CA Dashboard All students: Orange Maintained 2.9 Points (9.4 below) White: Green Increased 9.2 points (18.8 above) Hispanic: Orange Maintained 1.6 points (25.2 below) Low SES: Yellow Increased 10.6 points (68.5 below) Students with Disabilities: Red Maintained -1.3 points (93.4 below) All English Learners: Yellow Increased 10.6 points (68.5 below)	All students: YELLOW 1 above White: Green 28.8 above Hispanic: Orange 15.2 below Low SES: Yellow 58.5 below Students with Disabilities: ORANGE 83.4 below All English Learners: Yellow 58.5 below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The participation rate of 7th-8th grade students with disabilities taking the Math & ELA CAASPP will meet or exceed 95%	2022 Outcome: To be determined Spring 2022 Participation- students with disabilities ELA Participation Rate = 97% Math Participation Rate = 97%	Participation- students with disabilities ELA Participation Rate = 95% Math Participation Rate = 95%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	2022 Outcome: Not available Spring 2019 2019 English Learner Progress = 62.6% (Performance level = HIGH)	2021 English Learner Progress = 67.6% (Performance level = HIGH)
District English Learner reclassification rate will increase at least 1% each year	Baseline: 2020-21 R-FEP rate = 7% Actual Outcome 2021-2022 R-FEP rate = 17%	2022-23 R-FEP Rate= 18%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Baseline: 2020-21 100% Actual Outcome 2021-22 maintained 100%	2022-23 Maintained 100%
Students utilizing technological resources in order to support academic growth will be maintained at 100%	Baseline: 2020-21 100% Actual Outcome 2021-22 maintained 100%	2022-23 Maintained 100%
Misassignments of teachers will remain at 0.	Baseline: 2020-21 Misassignments 0 Actual Outcome 2021-22 maintained Misassignments 0	2022-23 Maintained 0
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	Baseline: 2020-21 100% Actual Outcome 2021-22 maintained 100%	2022-23 Maintained 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated	Baseline: 2020-21 100% Actual Outcome 2021-22 maintained 100%	2022-23 Maintained 100%
Parent CalSCHL survey will be completed by a minimum of 150 families with an increase of 10% each year	Baseline 2020-21 = 153 Actual Outcome 2021-2022 Parent Survey Responses = 75	2022-23 150 parent survey responses
Parent use of SIS Parent Vue will increase 10% annually	2021-22 (Base year under new system): 96%	2022-23 100% parent portal usage
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline 2020-21 "FAIR" Actual Outcome 2021-22 "FAIR"	2023-23 "GOOD"

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incentives and supports to increase attendance and decrease suspension rates include the following:

Continued support of teaming (math, science, social studies, ELA)

EAOP (Early Academic Outreach Program) will provide college preparation for underrepresented students

Multi Tiered System of Supports (MTSS) focuses on the high needs learners

Academic Conferences to discuss strategies for at risk students

English Language Development (ELD) meetings during and after the school day to discuss most effective instructional strategies

The staff, with the guidance of the Leadership Class, will organize Parent Luncheons in which parents have lunch with their child here at MMS

Renaissance program to academic achievement by all students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,776	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Assistant: Translation, both verbal and written, during school start-up, parent conferences, and ongoing needs in addition office assistant substitute
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Team support through release time for collaboration
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Adjunct duty for teachers needed to participate in student services meetings (SSTs, 504s, etc)
1,000	LCFF - Supplemental 4000-4999: Books And Supplies Incentives and supplies for the Parent Luncheon event
	Adjunct duty pay for literacy meetings for literacy conferences or trainings
500	LCFF - Supplemental 4000-4999: Books And Supplies EAOP field trip to UC Davis
	Incentives and supplies for Renaissance program activities

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure IEPs are properly implemented by all staff during MAP & CAASPP assessments Follow the IEP testing accommodations attached to each student.

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

Amount(s)	Source(s)
0	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support the MAP assessment to ensure individual growth and validity. Provide supplemental materials and professional development for all content areas in an effort to increase academic achievement.

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase library books to update and maintain our collection
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplies needed for each student in order to complete district/state required assessments
7,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

	Purchase educational tech (online/web based) supplemental programs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support student achievement on the CAASPP

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

Amount(s)	Source(s)
15,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development in all core areas including conferences and workshops

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Improve the academic achievement of ELLs by providing necessary support throughout the school day including our designated ELD and AVID classes.

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

Amount(s)	Source(s)
19,651	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA salaries
20,653	Title III 2000-2999: Classified Personnel Salaries BIA salaries
11,700	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures All AVID trainings / expenses

2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures AVID / ELD field trips and AVID showcase
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries AVID subs for collaboration
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ELD professional development and/or release time
1,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries extra time for BIAs

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Additional certificated support of ELLs to maximize student achievement as supported by the district

5 sections of ELD support

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

Amount(s)	Source(s)
500	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental teaching materials
750	LCFF - Supplemental 4000-4999: Books And Supplies Newcomers / ELD materials or program

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Maximize resources to increase the reclassification rate of our ELLs

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

Amount(s)	Source(s)
0	See Activity 6

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Design and revision of units of study using currently adopted materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS and NGSS.

Instructional/Bilingual Assistants will support the development of literacy and mathematics strategies that allow students to show growth towards being College and Career Ready.

An independent reading program (Accelerated Reader through Renaissance Learning) will be used to support student literacy growth as outlined by the ELA/ELD framework.

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

Amount(s)	Source(s)
0	BIA - see Activity 5
7,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment)
0	Translations as needed (see Activity 1)
0	

	Department support through release time for collaboration (see Activity 1)
9,200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Newsela subscription ($7,000 for Newsela and $2,400 for Peardeck)
5,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning subscription (AR program and STAR assessment)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Continue ELD Standards implementation with 100% of all English Learners taught with current ELD Standards-aligned district materials and supplemental bridge resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Supplemental materials for ELD instruction (see Activity 6)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of middle school students are taught integrated life, earth, physical science and engineering units in order to continue our progress with NGSS.

Provide supplemental materials.

Participate in NGSS professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development to fully implement NGSS including release time for collaboration
4,000	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials, supplies for science, and science field trips (including the Environmental Club)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
7,000	Title I 4000-4999: Books And Supplies Hardware including projectors, printers, projector bulbs, mice, headsets

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of all students will continue to have access to courses and clubs in the Visual and Performing Arts (VAPA) including band, choir, drama (school play).

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

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies VAPA supplies
500	Title I 4000-4999: Books And Supplies Supplies for school play

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

100% of all grade 7 and 8 students will continue to have access to Maker Space opportunities and activities.

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental 4000-4999: Books And Supplies Supplies/materials to run Makers Space
500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time to visit other Maker Space Classes

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

0	

Strategy/Activity 15
Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

0	

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain zero Williams Facilities complaints

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

Amount(s)   Source(s)

0	

Annual Review

SPSA Year Reviewed: 2021-22

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 the COVID-19 school closure and unavailable student achievement data because no state testing and end of year district assessments were administered, we have the following data to analyze the effectiveness of the strategies/activities to achieve our goal:
MAP Reading and Mathematics data.

McCaffrey Middle School classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. McCaffrey

Middle School met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

All Content Areas

LEA/LCAP Goal

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

Goal 2

McCaffrey Middle School will promote whole learner development through social and emotional learning opportunities in a variety of environments

Identified Need

Chronic Absenteeism: The 2019 California Dashboard indicates that Chronic Absenteeism increased for every significant sub group and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance at all schools is below 95% At McCaffrey Middle School 5 subgroups are below met. White (Red), English Learners (Orange), Students with disabilities (Orange), Hispanic (Orange), Socio Economic Status (Yellow).

Suspensions: The 2019 California Dashboard indicates that Suspensions increased for most high needs sub groups and those subgroups scored in the ORANGE (Low) Performance level. At McCaffrey Middle School 4 subgroups are below met: Students with disabilities (Red), Socio Economic Status (Orange), White (Orange), Hispanic (Orange).

SEL: All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make social and Emotional Learning (SEL) a priority and integrated throughout the school day.

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

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

Chronic Absenteeism: 28% in the '21-'22 school year. The 2021-22 school year included 38 suspensions involving 21 different students.

On the most recent CalSCHLs grades 7-8 student Survey:
Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will be increased to 96% or greater	Baseline 2019-20: 95.8 2021-2022 McCaffrey: 91.6%	2022-23 McCaffrey: 96%
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2021 CA Dashboard: not available 2019 CA Dashboard: All students: ORANGE 12.1% Increased 0.6% White: RED 14.2% Increased 3.2% Hispanic: ORANGE 11.8% Maintained 0.1% Socioeconomically Disadvantaged: YELLOW 13.5% Declined 1.4% Students w/ Disabilities: ORANGE 17.1% Increased 0.8% English Learners: ORANGE 14.2% Increased 3.2%	All students: YELLOW 11.1% White: ORANGE 13.2% Hispanic: YELLOW 10.8% Socioeconomically Disadvantaged: YELLOW 12.5% Students w/ Disabilities: YELLOW 16.1% English Learners: YELLOW 13.2%
The suspension rate will decrease by 0.1% or greater for every student subgroup	2021 CA Dashboard: not available 2019 CA Dashboard: All students: ORANGE 8.2% Increased 1.3% White: ORANGE 6.5% Increased 0.6% Hispanic: ORANGE 8.9% Increased 1.5% Socioeconomically Disadvantaged: ORANGE 9.4% Increased 1.8% Students w/ Disabilities: RED 16.8% Increased 9.1% English Learners: GREEN 7.1% Declined 5.7%	All students: YELLOW 8.1% White: YELLOW 6.4% Hispanic: YELLOW 8.8% Socioeconomically Disadvantaged: YELLOW 9.3% Students w/ Disabilities: ORANGE 16.7% English Learners: GREEN 7.0%
The expulsion rate will decrease by 0.1% or greater for every subgroup	Baseline 2020-21 All students: 0 Actual Outcome 2021-22	2022-23 All students: 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All students: 3 White: 0 Hispanic: 3 Low SES: 3 Students w/ Disabilities:2 English Learners: 2	
The middle school dropout rate will be maintained at 0% for all student subgroups	Baseline 2020-21 All students: 0 Actual Outcome 2021-22 All students: 0	2022-23 Maintain at 0
Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLs Survey will increase at least 5% in targeted areas. Report your school data only	Baseline 2020-21 This School... - actively seeks the input of parents before making important decisions = 66% - promotes academic success for all students = 86% - motivates students to learn = 77% - provides quality counseling or other ways to help students with social or emotional needs = 63% - has adults who really care about students = 76% - is a supportive and inviting place for students to learn = 81% - is a safe place for my child = 89% - promotes respect of all cultural beliefs and practices = 63% Actual Outcome 2021-22 (70 parents responded of the 735 parents) This School...	2022-23 This School... actively seeks the input of parents before making important decisions = 50% school treats all students with respect = 50% motivates students to learn = 50% provides quality counseling or other ways to help students with social or emotional needs = 65% has adults who really care about students = 50% child's safety at school for in-person learning = 80% promotes respect of all cultural beliefs and practices = 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	- actively seeks the input of parents before making important decisions = 20% - school treats all students with respect = 28% motivates students to learn = 24% provides quality counseling or other ways to help students with social or emotional needs = 60% has adults who really care about students = 21% child's safety at school for in-person learning = 19% promotes respect of all cultural beliefs and practices = 23%	
Percentage of students in grades 7-8 responding "Yes, most OR all of the time" on the annual CalSCHLs Survey will reflect at least a 5% positive change	Baseline 2020-21 School Connectedness: 7th= 63% 8th 60% Academic Motivation: 7th= 63% 8th 60% Caring Adult Relationships 7th= 67% 8th= 59% Meaningful Participation: 7th= 27% 8th= 21% Feel Safe at School: 7th= 69% 8th 64% Experienced Sadness: 7th= 40% 8th= 37% Actual Outcome 2021-22 School Connectedness: 7th= 63% 8th 55% Academic Motivation: 7th= 67% 8th 63% Caring Adult Relationships: 7th= 58% 8th= 54% Meaningful Participation: 7th= 26% 8th= 25% Feel Safe at School: 7th= 60% 8th 61% Experienced Sadness: 7th= 29% 8th= 39%	2022-23 School Connectedness: 7th= 68% 8th 60% Academic Motivation: 7th= 72% 8th 68% Caring Adult Relationships: 7th= 63% 8th= 59% Meaningful Participation: 7th= 31% 8th= 30% Feel Safe at School: 7th= 65% 8th 66% Experienced Sadness: 7th= 24% 8th= 34%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 65% of the students served in Summer School will be students from our unduplicated students' group (Low SES, EL, foster)	Unduplicated Student group participation Summer 2021= 91% Summer 2022: No summer services	Summer 2022= 65%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Incentives and supports to increase attendance and decrease suspension rates include the following:

McCaffrey Advisory Committee (MAC)

Assemblies/presentations to build hope and engagement

Sobriety Brings A Change (SBAC) Program targets students that have issues with drugs and/or alcohol (free)

Too Good for Violence Program (free)

Alcohol, Tobacco and Other Drugs (ATOD) peer-to-peer prevention program (no need for $ for 20-21 because training is virtual due to COVID)

Peer Leaders Uniting Students (PLUS) Program targets the whole school in an effort to strengthen the school culture

Club Live Program targets drug/substance abuse while promoting healthy lifestyle

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures Assemblies/presentation expenses
495	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PLUS program costs
0	 Sobriety Brings A Change program
0	 Too Good For Violence program
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Club Live costs

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to serve students with SEL needs through the Wellness Center.

Administer the CalSCHLS Survey 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)
1,000	LCFF - Supplemental 4000-4999: Books And Supplies Wellness Center development

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide personnel and strategies / activities / incentives to decrease the truancy rate.

Provide counseling services and administrative support for students who are excessively truant.

Use School Resource Officer, as needed.

Use the SART process and SARB referrals as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.
62,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Alternative Center teacher to work closely with our high needs learners and students with behavior issues
63,000	Title I 1000-1999: Certificated Personnel Salaries Alternative Center teacher to work closely with our high needs learners and students with behavior issues

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide incentives and support to decrease suspensions

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

Amount(s)   Source(s)

1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development in the area of Positive Behavioral Interventions and Support (PBIS)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School safety will be measured with a score of 90% or greater of the student population responding that they feel "safe at school"on the student survey (given in December and June of each year).

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

Amount(s)	Source(s)
3,869	Title I 2000-2999: Classified Personnel Salaries Additional yard supervisor time as needed

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parent participation through personal invitations from administration and staff.

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

Amount(s)	Source(s)
0	

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

McCaffrey will maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).

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

Amount(s)

0

Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan will be developed.

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

McCaffrey Middle School's classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. McCaffrey Middle School met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023 to provide staff with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$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	$270,894.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$81,869.00
Title III	$20,653.00

Subtotal of additional federal funds included for this school: $102,522.00

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	$168,372.00

Subtotal of state or local funds included for this school: $168,372.00

Total of federal, state, and/or local funds for this school: $270,894.00

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	168,372	0.00
Title I	81,869	0.00
Title I Part A: Parent Involvement	2,064	2,064.00
Title III	27,240	6,587.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	168,372.00
Title I	81,869.00
Title III	20,653.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	130,000.00
2000-2999: Classified Personnel Salaries	51,949.00
4000-4999: Books And Supplies	22,250.00
5000-5999: Services And Other Operating Expenditures	54,695.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	67,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	27,427.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,750.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	54,195.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	63,000.00
2000-2999: Classified Personnel Salaries	Title I	3,869.00
4000-4999: Books And Supplies	Title I	7,500.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title III	20,653.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,230.00
Goal 2	137,664.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Ron Rammer	Principal
Jim Vlcek	Classroom Teacher
Terry Glenn	Classroom Teacher
Jennifer Provost	Classroom Teacher
Jocelyn Gunter	Parent or Community Member
Martha Vielma	Parent or Community Member
Jamie Ortega	Parent or Community Member
Kim Walton	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 2, 2022.

Attested:

Principal, Ron Rammer on 6-2-2022

SSC Chairperson, Kim Walton on 6-2-2022

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	Agenda Item: 212.321 Board Consideration of Approval of GJUESD 2022-23 Local Control Accountability Plan (LCAP)
Presenter: Lois Yount Cabinet	Action Item: XX Information Item:

A public hearing was held on June 15, 2022 to receive feedback on the District's Local Control Accountability Plan (LCAP). Data and stakeholder feedback have contributed to the plan. The plan was posted for public review and feedback beginning on June 3, 2022. In addition, the plan has been shared with the Sacramento County Office of Education (SCOE).

The LCAP documents include:
1. Local Control Funding Formula (LCFF) Budget Overview for Parents
2. Supplement to the Annual Update to the 2021-22 LCAP
3. 2022-23 Local Control Accountability Plan (LCAP) organized by:
   a. Plan Summary
   b. Engaging Educational Partners
   c. Goals and Actions with Metrics
   d. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
   e. Expenditure Tables

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

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

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

LCFF Budget Overview for Parents

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

CDS Code: 34-67348

School Year: 2022-23

LEA contact information:

Lois Yount

Superintendent

lyount@galt.k12.ca.us

(209) 744-4555

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $6,993,616 , 14%

All local funds, $2,082,411 , 4%

All other state funds, $4,984,940 , 10%

Total LCFF funds $34,725,607 71 %

All Other LCFF funds, $29,999,708 , 62%

LCFF supplemental & concentration grants, $4,725,899 , 10%
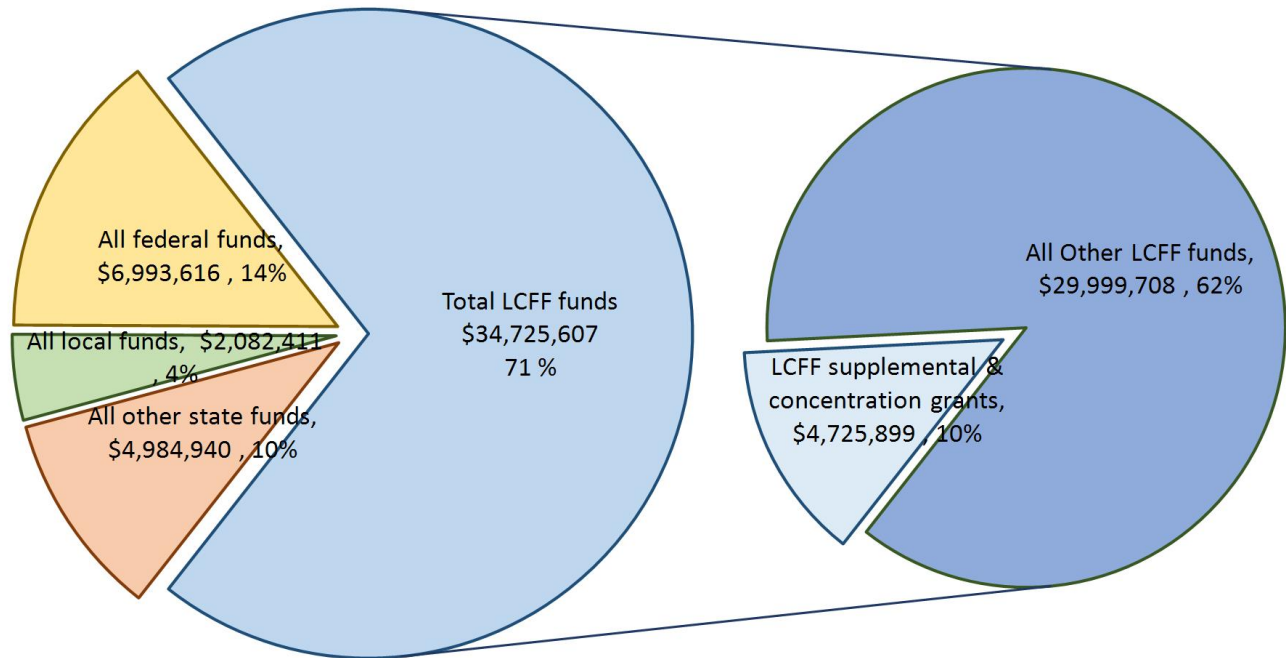
This chart shows the total general purpose revenue Galt Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Galt Joint Union Elementary School District is $48,786,574, of which $34,725,607 is Local Control Funding Formula (LCFF), $4,984,940 is

other state funds, $2,082,411 is local funds, and $6,993,616 is federal funds. Of the $34,725,607 in LCFF Funds, $4,725,899 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
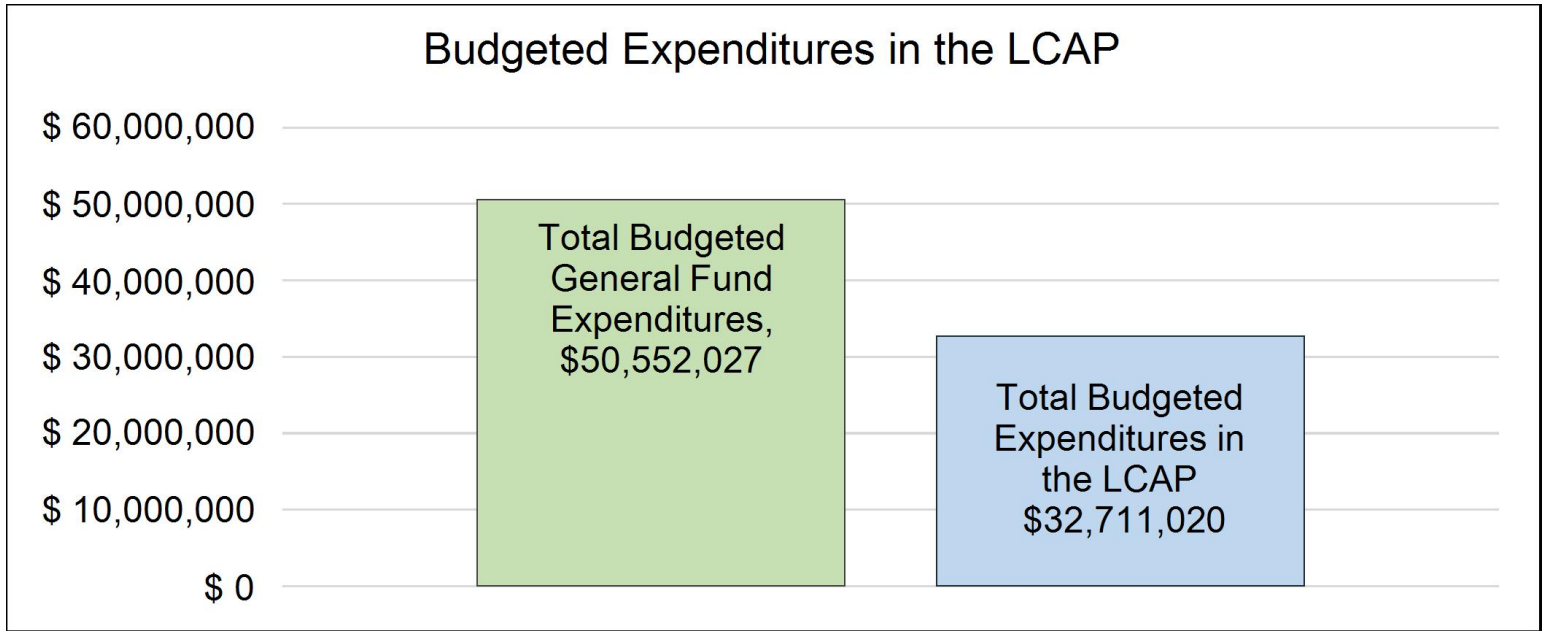
This chart provides a quick summary of how much Galt Joint Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Galt Joint Union Elementary School District plans to spend $50,552,027 for the 2022-23 school year. Of that amount, $32,711,020 is tied to actions/services in the LCAP and $17,841,007 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP:
1. Business and Human Resource Services
2. Superintendent and Cabinet
3. General and Special Education Transportation
4. Informational Technology Department and Infrastructure
5. Administrative and Operational Supplies
6. Routine Maintenance and Operations
7. Utilities/Insurance

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Galt Joint Union Elementary School District is projecting it will receive $4,725,899 based on the enrollment of foster youth, English learner, and low-income students. Galt Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Galt Joint Union Elementary School District plans to spend $5,611,312 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: $6,016,039
- ☐ Actual Expenditures for High Needs Students in LCAP: $6,589,082
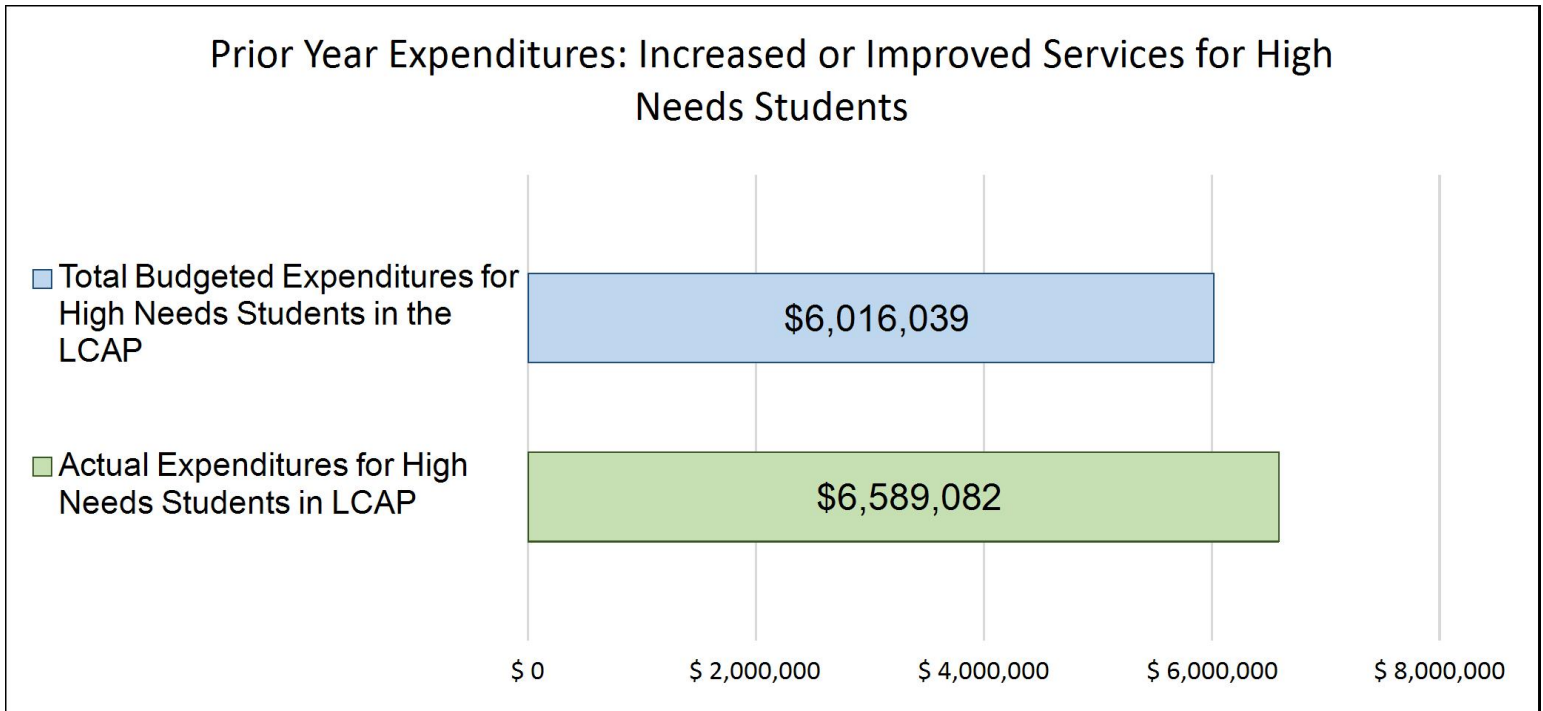
This chart compares what Galt Joint Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Galt Joint Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Galt Joint Union Elementary School District's LCAP budgeted $6,016,039 for planned actions to increase or improve services for high needs students. Galt Joint Union Elementary School District actually spent $6,589,082 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us 209-744-4545

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Numerous virtual stakeholder feedback sessions (DAC, DELAC, GEFA, CSEA, Board of Trustees, site SSCs & ELACs, etc.) and school community surveys provided direction for the district as the new three year LCAP was being developed. The 2021-22 LCAP included ESSER III funds to provide a well-rounded strategic plan. Themes emerged from stakeholder feedback that were incorporated into the LCAP. All feedback sessions were conducted in both English and Spanish. Parent/caregiver stakeholders participating in the meetings represented all of our unduplicated learner groups including English learners, low socioeconomic students, foster youth, and special education.

Key actions that were influenced by stakeholder input and also utilized funds provided through the Budget Act of 2021:

1.Motivation, Goal Setting, Hope Building
- Continue with Instructional Assistants (IAs) for small group support (more IAs for reading groups).
- Continue with GLEE or Bright Future Home Learning Academy (add online curriculum for students).
- Instructional Assistants for math support.
- Summer programs at all sites.

2.Social Emotional Learner Supports and Opportunities: learner, staff, family
- Yale University "RULER Training" is a systemic social and emotional learning approach with site-based teams implementing the principles of emotional intelligence.
- Infuse more art into the school experience: Healthy Hearts and Minds Mentoring Program with artists in residency and mental health experts.
- At every school, social workers or counselors provide mental health services, social emotional, behavior, and academic support for high-risk students.

3.Scheduling and Calendar Considerations: Summer/School Year
- Expanded learning opportunities with transportation.
- Clubs will be offered in a summer program.

4.Programs, Clubs, Interventions, Training
- Expand after school and summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In alignment with Goal area #2: Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments, the additional funding was used to support student mental health services with social workers or counselors at every site (two counselors at the middle school) and targeted wrap-around support services for unduplicated students and their families with the transition from elementary to middle school.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Numerous virtual stakeholder feedback sessions (DAC, DELAC, GEFA, CSEA, Board of Trustees, site SSCs & ELACs, etc.) and school community surveys provided direction for the district as the 2021 LCAP was being developed.
This feedback from Spring 2021 advisory committees also helped to shape the ESSER III Expenditure Plan.
The feedback from these various groups supported the development of the District's LCAP goals and the ESSER III Expenditure Plan:

Safe In-Person Learning
- Increase student safety at the middle school with additional yard supervisors
- Increase outdoor learning spaces & shade structures

Lost Instructional Time
- Additional Instructional Assistants for intervention and small group support

- Professional development for classified and certificated staff
- Additional curriculum
- Technology
- Extended Day (Acceleration Blocks)
- Robust summer program

Other (Social Emotional Learning and Mental Health Supports)
- Expand after school enrichment (Sports, SEL, STEAM)
- Environmental education
- Arts education

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation Highlights:
1. Strategies for Continuous and Safe In-Person Learning
- Increased administrators at school sites to support student health & safety and supervision
- HVAC units have been upgraded and routinely serviced
- Installing sinks in all classrooms
- Contracted nursing services and additional health staff have supported COVID-19 testing and contact tracing

2. Addressing the Impact of Lost Instructional Time
- Chromebooks and hotspots continue to be purchased based on student need
- Online personalized learning tools (MAP Accelerator and other online programs)
- TOSAs provide support services for English learners, data entry and reporting, and supporting the district literacy plan
- Acceleration blocks are providing after school targeted support to small groups of students
- Class sizes have been further reduced in grades TK-2 to accelerate learning loss

3. Use of Remaining Funds
- Bright Future Home Learning Academy provides a safe long-term independent study program for approximately 100 students
- Additional counselor at the middle school provides mental health services and social emotional support
- Registered Behavior Technicians work with the District's Behavior Analyst to identify positive interventions and supports for individual students
- The District is in the process of developing of a PreK-8 Dual Language Immersion Program beginning with Pre-K

Implementation Challenges:
- Filling some of the positions created with new funding has been challenging. Positions difficult to fill include: yard supervisors, instructional assistants, and certificated staff to meet students' needs in the acceleration blocks after school.
- Prior to March 2022, in-person parent workshops and trainings have been placed on hold due to COVID-19 in-person meeting restrictions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The GJUESD's LCAP serves as the District's Strategic Plan and each school's Single Plan for Student Achievement (SPSA) is also aligned with the LCAP.
All fiscal resources received are aligned to the Strategic Plan and District advisory committees have regular opportunities for feedback and suggestions on the use of those funds.

The Federal American Rescue Plan Act and Federal Elementary and Secondary School Emergency Relief expenditure plans are in alignment with the District's LCAP Goals:

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

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every learner while focusing on well-being and safety considerations for our students, staff, families, and the Galt community. The District is committed to personalization with a focus on social emotional learning, wellness, and equity.

The impact of the COVID-19 pandemic has been evident in students and adults. The 2021-22 school year was burdened with low attendance for staff and students. Learning loss has been apparent for many students due to online learning caused by school closures over the last two years and low attendance rates in 2021-22. It wasn't until March 2022 that we were able to again operate as a "normal" school system. Attendance rates are also getting back to normal for students and staff.

The LCAP outlines goals and actions to mitigate learning loss and support the well-being of students, staff, and families. This will take additional staff, resources, and outside consultants and partnerships. The California Social and Emotional Guiding Principles will be integrated system-wide for 1) Whole Learner Development, 2) Equity Commitment, 3) Capacity Building, 4) Family and Community Partnerships, and 6) Learning and Improvement.

The school system is devoted to a well-rounded and rigorous learner-centered education. The district serves 3,523 pre-kindergarten through grade eight learners at five elementary schools, one middle school and one elementary school and readiness center. Approximately 60% of learners come from socioeconomically disadvantaged homes (the percentages at our six schools ranging from 42%-81%). English language learners comprise 21% of the district's population (ranging from 12%-50% at our schools). 17% of our learners receive special education services.

The GALT Growing And Learning Together initiative is described through two LCAP goals:

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

Key elements of the strengths-based learner-centered initiative have been synthesized under the umbrella of Multi-Tiered Systems of Support (MTSS) to recognize that learning is social, emotional, and academic. During our continuous LCAP development and implementation, GJUESD has moved from a student-centered proficiency model to a learner-centered growth and achievement model.

Reflections: Successes

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

GJUESD is using local assessment data from winter 2022 to reflect on our academic successes. We are using data from the CalSCHLS surveys to reflect on school climate, safety, motivation, and well-being.

Successes in District Reading Assessment (DRA):
All students in Grades TK-3 are administered DRAs to measure success towards reading fluently and reading at grade level by the end 3rd grade. While we did not make our growth targets when comparing spring 2021 data to winter 2022 for individual grade levels, we did note growth with all TK-3 students as they move towards meeting all DRA trimester benchmarks. In 2021, 44% of TK-3 students met DRA benchmarks while in 2022, 51% of the TK-3 students met all benchmarks. This indicates a success of a 7% percent gain in the number of all students meeting DRA benchmarks from 2021 to 2022.

Successes in Measures of Academic Progress (MAP):
All students in Grades 1-2 are administered MAP three times (fall, winter, and spring per year) while all students in Grades 3-8 are administered MAP in the fall and the winter. Students in Grades 1-6 are expected to reach the 60th percentile in both reading and mathematics; while students in Grades 7-8 are expected to reach the 70th percentile in both reading and mathematics. When comparing mathematics spring 2021 to winter 2022, the following is noted in the area of mathematics: Growth was made with all students 27% to 31%, with Hispanics 18% to 27%, with Socio-Economically Disadvantaged 17% to 22% and with Students with Disabilities 13% to 22%. The following student groups met/exceed the 5% target for MAP-Mathematics: Hispanics, Socio-Economically Disadvantaged, and Students with Disabilities. When the same data is viewed by grade level, the following met the 5% target: 2nd, 3rd, 4th, 5th, and 6th.

When comparing spring 2021 to winter 2022, the following is noted in the area of reading: Growth was made with all students 34% to 37%, with White 46% to 49%, Hispanics 26% to 30%, with Socio-Economically Disadvantaged 26% to 29%, and Students with Disabilities 16% to 25%. The gains for Students with Disabilities almost doubled the expected growth and it was the only student group that met the 5% expected gains. When the same data is viewed by grade level, the following met/exceed the 5% target: 2nd, 3rd, 5th, and 6th.

Successes in English Language Proficiency Assessments (ELPAC) & Redesignation Rate (RFEP):

When comparing 2019 ELPAC summative summary results to 2020 ELPAC summative summary results, the data shows a decrease of 3% of the number of students who scored a Level 4. This could be a result of having an increase in the number of students who met the criteria to be redesignated in 2021. The redesignation percentage in 2019 was 7% while the reclassification in 2021 was 12% resulting in an increase of 5% of RFEP students.

April 2022 CalSCHLS Survey Data:

STUDENTS: 869 5th-8th grade students completed the CalSCHLS survey.
Areas of strength were noted in the following key indicators:

5th-6th Grade (Agree/Strongly Agree)
1. Academic motivation: 76%-81%
2. High expectations- adults in school: 84%
3. Facilities upkeep: 78%-80%
4. Parent involvement in schooling: 74-75%
5. Social and emotional learning Supports: 71%-74%
6. Anti-bullying climate: 70%-75%
7. Feel safe at school: 72%-73%
8. Rule clarity: 75-85%
9. Students treated with respect: 76%-88%

7th-8th Grade (Agree/Strongly Agree)
1. High expectations-adults in school: 71%-74%
2. Clarity of rules: 73%-77%
3. Growth mindset: 72%-74%
4. Goal setting: 75%-77%

PARENTS: 402 parents completed the CalSCHLS survey.
Areas of strength were noted in the following key indicators (Strongly Agree):

This school...

Is a safe place for my child.
Elementary: 40%
Middle: 23%

Has adults who really care about students.

Elementary: 40%
Middle: 21%

Communicates with parents about school.
Elementary: 48%
Middle: 27%

Treats all students with respect.
Elementary: 40%
Middle: 28%

STAFF: 145 school employees completed the CalSCHLS survey.
Areas of strength were noted in the following key indicators: (Strongly Agree)

This school...
- has high expectations for students: 54%
- has caring adult relationships: 48%
- has positive student learning environment: 49%
- has adequate counseling and support services: 47%
- is a safe place for students and staff: 46%-47%
- provides opportunities for physical education: 70%
- fosters youth development, resilience, or asset promotion: 46%

Reflections: Identified Need

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

Areas of identified need based on DRA, MAP, suspension and attendance rates, and CalSCHLS surveys.

District Reading Assessments (DRA):
It is important to note that DRA data is being compared from the spring of 2021 to the winter to 2022. At the time of this reflection, we do not yet have spring 2022 DRA data to adequately compare both sets of data. However, with the current data at hand, there is a need for additional reading strategies support for all grade levels. In particular, there is a strong need to further explore the instruction for word recognition (phonics) and language comprehension for Students with Disabilities and English language learners.. Additional professional development is needed for all Tk-3 teachers in the area of teaching literacy.

Measures of Academic Achievement (MAP) Reading:

Similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels and with all departments at the middle school level. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

Measures of Academic Achievement (MAP) Mathematics:
In the area of mathematics, there is a need to provide professional development to support the effective use the core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families and administration. Additional support is needed with the analysis of math data and the instructional implications that can be drawn from data sets. Refreshers of math standards, math practices, and both Eureka/CPM pacing guides are needed at all grade levels.

Measures of English Language Proficiency:
When comparing the percent of students scoring at a Level 1 and Level 2 (combined) on ELPAC from 2019 to 2021, an increase of 8% is noted. Moving forward, professional development needs to be provided in designated and integrated English Language Development instruction. A stronger understanding of the role of academic language and literacy instruction with content area instruction is needed. In particular, the focus of the support needs to be provided to intermediate and middle school teachers. Effective support and intervention actions will need to be identified to ensure all ELs are demonstrating progress and reaching the RFEP criteria by the end of 3rd, 6th, and 8th grade. As the district's Dual Language Immersion program grows, a need to support bilingual teachers in the area of Spanish-English biliteracy transfer such as the phonological awareness through the lens of transfer.

CalSCHLS Survey:
PARENT survey data (Strongly Agree)
This school...

Encourages me to be an active partner.
Elementary: 33%
Middle: 27%

Makes me feel welcome to participate.
Elementary: 31%
Middle: 16%

Supports student learning environment:
Elementary: 31%
Middle: 23%

Has clean and well-maintained facilities.

Elementary: 35%
Middle: 24%

STUDENT survey data (Yes, most or all of the time)

Students feel connected to school:
Grade 5 = 70%, Grade 6 = 67%, Grade 7 = 63%, Grade 8 = 55%

Students have a caring adult in school: Grade 5 = 70%, Grade 6 = 65%, Grade 7 = 58%, Grade 8 = 54%

My school has an anti-bullying climate: Grade 7 = 43%, Grade 8 = 38%

I feel safe at school: Grade 7 = 60%, Grade 8 = 61%

Cyberbullying is a problem: Grade 5 = 27%, Grade 6 = 21%, Grade 7 = 31%, Grade 8 = 36%

Positive student well-being: Grade 5 = 69%, Grade 6 = 63%

Positive life satisfaction: Grade 7 = 66%, Grade 8 = 65%

STAFF survey data (Strongly Agree)

Caring adult relationships: Middle = 32%

Promotion of parental involvement: Elementary = 42%, Middle = 20%

Positive student learning environment: Middle = 41%

Support for social emotional learning: Elementary = 43%, Middle = 22%

Antibullying climate: Elementary = 36%, Middle = 19%

Positive staff working environment: Elementary = 38%, Middle = 29%

Is school safe for students: Middle = 22%

Respect for diversity: Elementary = 40%, Middle = 22%

District attendance rate: Between August 19, 2021 - May 3, 2022, 915 students have been chronically absent (>10%) district-wide (28% of the student population)

District suspension rate: Between August 19, 2021 - May 3, 2022, 63 students have been suspended district-wide (2.0% of the student population)

District expulsion rate: Between August 19, 2021 - May 25, 2022, 5 students have been expelled district-wide (0.15% of the student population)

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

- Every school has a full time social worker or counselor to support learners' mental health and social emotional well-being.
- Every school has a Multi-Tiered Systems of Support (MTSS) team, comprised of administrator, teachers, mental health staff, and specialists that will meet monthly to address whole learner needs in a tiered approach.
- Site administrators and MTSS teams are developing proactive approaches to attendance and discipline.
- Registered Behavior Technicians (RBTs) will also support students through the MTSS process.
- The Expanded Learning Programs will continue to support engagement, sense of belonging, and build strong relationships with students.
- McCaffrey Middle School will continue to refine the role Student Wellness Center with a 1.0 FTE Opportunity Teacher and two full-time School counselors.
- Site administrators will work as a team to identify alternatives to suspensions.
- An arts and mentoring program will continue as a Tier 2 approach through the MTSS process to serve learners in after school settings at three schools.
- Summer program will be offered in 2022 with a priority enrollment for high needs learners and include daily Social Emotional Learning (SEL) and enrichment opportunities.
- There is a District wide expectation of the implementation of SEL curriculum.
- Teachers on Special Assignment (TOSAs) will support the MTSS process and data analysis.
- Continue implementation of Restorative Practices.
- Explore additional strategies through the SARB process to decrease chronic absenteeism.
- Expand parent support and trainings at schools.

LCAP Highlights

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

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

The Galt Joint Union Elementary School District has gathered and synthesized the feedback from school community surveys and multiple stakeholder groups over the last two years to develop a three year strategic plan that centers on addressing the needs of the whole learner. The California Social and Emotional Guiding Principles will be integrated system-wide throughout the Galt Growing And Learning Together initiative for 1) Whole Learner Development, 2) Equity Commitment, 3) Capacity Building, 4) Family and Community Partnerships, and 5) Learning and Improvement.

A recent Learning Policy Institute report also provided a set of six design principles that are essential for creating intellectually rigorous and equitable learning settings. These principles will provide a framework for designing goals, practices, and activities to address learning during the school day and expanding student experiences after school and into the summer. The design principles include:
1. Center Relationships
2. Create a Culture of Affirmation and Belonging
3. Build From Students' Interests and Take a Whole Child Approach to Their Development
4. Engage Students' and Families' Knowledge in Disciplinary Learning
5. Provide Creative, Inquiry-Based Forms of Learning
6. Address Educator Needs and Learning

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

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

Key actions in this goal area highlight our efforts to increase academic growth and achievement for every learner with a focus on engagement.
- Expanded learning and summer services that prioritize learning acceleration for learners in PreK-8.
- Expand the enrollment of our high needs learners in the district's Prekindergarten program.
- Building certificated leadership capacity with TOSAs to support educators and students in the areas of Early Reading and MTSS.
- Increasing parent engagement, leadership and participation in their children's education, improve home-school communication and provide parent education.
- Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional training for staff focusing on inclusive practices and co-teaching.
- Continue to offer the current district K-3 Transitional Bilingual Program while implementing a PreK-8 Dual Language Immersion Program.
- Partnership with CORE Learn to strengthen our reading programs and instruction.

- Professional development from mathematics curriculum publishers to strengthen adult and student learning.

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

Key actions in this goal area highlight efforts to advance whole learner education that include partnerships and resources involving:
- Providing additional site-based administration to identify and provide support for unduplicated students for individual goal growth through ongoing monitoring of individual growth targets, assessments, and services coordination as they transition from elementary to middle school to high school.
- Launching a systemic social and emotional learning approach with site-based teams implementing the principles of emotional intelligence that informs how leaders lead, teachers teach, students learn, and families support students.
- Creating an arts mentoring program with artists in residency and mental health experts.
- Sustaining a school social worker or counselor at every school to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth.
- Expanded learning enrichment opportunities being offered at every school site in the summer and after school.
- Partnership with Sacramento County Office of Education to provide mental health clinicians.
- Registered Behavior Technicians working with sites teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

Engagement focus and meeting dates:
1. District Advisory Committee (DAC) Meetings and District English Learning Advisory Committee (DELAC): Priorities discussion and feedback included; CalSCHLS surveys, Social Emotional Learning (SEL), Multi-tiered Systems of Support, Expanded Learning Program Ideas, Resources and budget alignment: January 18, 2022; February 15, 2022; March 15, 2022, April 7, 2022; May 17, 2022.

2. Special Education Parent Advisory Committee (PAC): Discussion and feedback mirrored the DAC and DELAC meetings with an additional focus on meeting the needs of learners with disabilities: December 9, 2021; February 17, 2022; May 19, 2022.

3. Board of Trustees- Regular monthly reports with feedback on LCAP goal progress.

4. District-wide CalSCHLS parent/staff/student surveys were shared to gain insights and progress in the following areas: Personalization, Learning environment, School culture and safety, and School facilities: April 2022

5. Consulted with GEFA and obtained feedback on priority actions to address learning loss, acceleration, and social emotional learning: May 10, 2022

6. Consulted with CSEA and obtained feedback on priority actions to address learning loss, acceleration, and social emotional learnings: May 23, 2022

7. Report on LCAP progress and feedback at Board of Trustees meeting: May 25, 2022

8. Draft LCAP and Parent Budget Summary Overview posted on District's website for public feedback along with voice, text, and email BlackBoard Connect messages sent out to all GJUESD families inviting them to provide LCAP feedback on our District website: June 3, 2022.

9. LCAP Public Board Hearing: June 15, 2022

10. Board of Trustees consideration for approval of the 2021-22 LCAP: June 22, 2022

Considering the proposed two LCAP goals, stakeholders focused in on three questions: 1) What is key to support learner engagement and academic growth? 2) What is key to supporting staff growth and motivation? 3) What is key to improving student attendance and suspension rates?

Ideas and feedback were collected within three theme areas:

1. Learner engagement and academic growth:
- Professional Development
- Explore new math curriculum
- More resources for teachers
- Celebrate growth with students
- Smaller class sizes
- Additional support staff

2. Staff growth and motivation:
- Celebrate growth with staff
- Support for staff and boosting morale
- Solicit teacher feedback
- Supporting staff with student behavior management
- Streamline MTSS process
- Promote activities to strengthen relationships

3. Improving student attendance and suspension rates:
- Increase parent involvement and engagement
- Incentives for attendance
- Implement SARB process
- Consistent discipline and restorative practices
- Social workers and counselors supporting students at risk

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

Key actions that were influenced by stakeholder input:
- Class size reduction

- Expanded learning opportunities
- Instructional Assistant support
- Administrative staffing/support
- Academic conferences
- Professional learning
- Parental engagement
- Mental health counseling services
- Positive behavior intervention supports
- Social emotional learning

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data driven decision-making drives the work.
Achievement Gap: Student data indicates the COVID-19 pandemic has undone months of academic gains, widened the achievement gap, and has left struggling learners even further behind.
Student Engagement: School MTSS teams report that student engagement and motivation have decreased over the last two years due to distance learning and post pandemic conditions.

Local Assessment Data Results:

- The percentage of students meeting all District Reading Assessments (DRA) are expected to increase by 10% each year until we reach 80%. When comparing DRA data from spring 2021 to winter 2022, a decrease in the percent of TK-3 students is reflected for each grade level: TK/K= 63% to 52%, 1st Grade= 51% to 49%, 2nd Grade = 51% to 47%, and 3rd Grade is at 59%. Spring 2021 DRA data for student groups was not collected; however, winter 2022 DRA data reflects the following: All = 51%, White = 50%, Hispanic = 48%, Socioeconomically Disadvantaged = 45%, Students with Disabilities = 36% and English Learners = 44%.

- Our goal is for all students to be at the 60th percentile as measured by Measures of Academic Progress (MAP). We expect the percentage of students at the 60th percentile to increase by 5% each year. When comparing Math MAP data from spring 2021 to winter 2022, six of the eight grade levels showed gains; however, only five of the eight met the expected growth target: 2nd = 30% to 40%, 3rd = 27% to 42%, 4th = 26% to 31%, 5th = 25% to 32%, and 6th = 24% to 29%. When looking at student groups, only three student groups met the expected growth target: Hispanic = 18% to 27%, Socioeconomically Disadvantaged = 17% to 22%, and Students with Disabilities = 13% to 22%.

- Measures of Academic Progress (MAP) results for Reading: When comparing Reading MAP data from spring 2021 to winter 2022, six of the eight grade levels showed gains; however, only four of the eight met the expected growth target: 2nd = 28% to 42%, 3rd = 35% to 46%, 5th = 38% to 46%, and 6th = 36% to 41%. When looking at student groups, only one student group met the expected growth target: Students with Disabilities = 16% to 25%.

California School Dashboard (2019) data indicates the following:

- For Mathematics: The 2019 California Dashboard indicated 6 student groups below the Green Performance Level: Students with Disabilities (Orange), Asian (Yellow), English Learners (Yellow), Latino (Yellow), Homeless (Yellow) and Socioeconomically Disadvantaged (Yellow).
- For English Language Arts: The 2019 California Dashboard indicates 5 student groups below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Yellow) and Homeless (Yellow).
- CAASPP Participation Rate: Participation rate on the 2019 CAASPP for Students with Disabilities was below 95% on the mathematics and ELA CAASPP (94%).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner enrollment in PreKindergarten will increase 5% each year.	2020-21 SIS Data Total enrollment = 200 Total EL enrollment = 85 (43%)	2021-22 SIS Data Total enrollment = 171 Total EL enrollment = 80 (47%)			2023-24 SIS Data Total EL enrollment = 58%
PreK Dual language learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year.	Spring 2021 School Readiness Assessments: 1. 49% of all PreK students met all Kinder Readiness Benchmarks 2. 25% of PreK Dual language learners met all Kinder Readiness Benchmark	New Baseline Spring 2022 (PreK Benchmarks have been realigned with kinder readiness skills) School Readiness Assessments: 1. 55% of all Preschool students met 80-100% of Kinder Readiness Benchmarks			2023-24 1. 79% of all Preschool students met all Kindergarten Readiness Benchmarks 2. 60% of Preschool ELs will meet the Kindergarten Readiness Benchmarks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2. 51% of dual language learners met 80-100% of Kinder Readiness Benchmarks			
School Readiness direct services to families will increase by at least 100 families each year.	2020-21 First 5 Data: 215 families were served	2021-22 First 5 Data: 227 families were served			2023-24 495 families served by School Readiness
The number of all TK-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year.	Spring 2021 DRA: TK/K: 63% 1st: 51% 2nd: 51% 3rd = Did not collect

All Students = 44% Did not disaggregate DRA data by student group. | Winter 2022 DRA: TK/K = 52% 1st = 49% 2nd = 47% 3rd = 59%

All Students= 51% White = 50% Hispanic = 48% Low SES = 45% Students with Disabilities = 36% English Learners = 44% | | | Spring 2024 DRA: TK/K: 93% 1st: 81% 2nd: 81% 3rd: 79%

All TK-3 Students= 81% White = 70% Hispanic = 68% Low SES = 65% Students with Disabilities = 56% English Learners = 64% |
| The number of 1st-8th grade students in each student group meeting/exceeding | MAP- MATH Spring 2021: Total: 1st-6th grade student groups | MAP- MATH Winter 2022: Total 1st-8th grade student groups | | | MAP- MATH Spring 2024 Total: 1st-6th grade student groups |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the 60th percentile for Math on winter MAP will increase at least 5% each year.	meeting/exceeding the 60th percentile All students= 27% White = 52% Hispanic = 18% Low SES = 17% Students with Disabilities = 13% Current English Learners =10% Reclassified ELs = 24% All students by grade level: 1st = 33% 2nd = 30% 3rd = 27% 4th = 26% 5th = 25% 6th = 24% 7th = 24% 8th = 25%	meeting/exceeding the 60th percentile and 7th-8th meeting/exceeding the 70% percentile: All Students= 31% White= 43% Hispanic= 27% Low SES= 22% Students with Disabilities= 22% Current English Learners= 9% Reclassified ELs= All students by grade level: 1st = 25% 2nd = 40% 3rd = 42% 4th = 31% 5th = 32% 6th = 29% 7th = 23% 8th = 27%			meeting/exceeding the 60th All Students= 42% White = 67% Hispanic = 33% Low SES = 32% Students with Disabilities = 28% Current English Learners = 25% Reclassified English Learners = 39% All students by grade level meeting/exceeding the 60th percentile 1st = 48% 2nd = 45% 3rd = 42% 4th = 41% 5th = 40% 6th = 39% 7th = 39% 8th = 40%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Reading on spring MAP will increase at least 5% each year.	MAP- READING Spring 2021: Total: 1st-6th grade student groups meeting/exceeding the 60th percentile All students = 34%	MAP- READING Winter 2022: Total 1st-8th grade student groups meeting/exceeding the 60th percentile and 7th-8th			MAP- READING Spring 2024 Total: 1st-6th grade student groups meeting/exceeding the 60th percentile All Students = 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White = 46% Hispanic = 26% Low SES = 26% Students with Disabilities = 16% Current English Learners =15% Reclassified ELs = 37% All students by grade level: 1st = 31% 2nd = 28% 3rd = 35% 4th = 44% 5th = 38% 6th = 36% 7th = 28% 8th = 29%	meeting/exceeding the 70% percentile: All Students= 37% White= 49% Hispanic= 30% Low SES= 29% Students with Disabilities= 25% Current English learners= 10% Reclassified ELs= All students by grade level: 1st = 34% 2nd = 42% 3rd = 46% 4th = 34% 5th = 46% 6th = 41% 7th = 25% 8th = 31%			White = 61% Hispanic = 41% Low SES = 41% Students with Disabilities = 31% Current English Learners = 30% Reclassified English Learners = 52% All students by grade level meeting/exceeding the 60th percentile 1st = 46% 2nd = 43% 3rd = 50% 4th = 59% 5th = 53% 6th = 51% 7th = 43% 8th = 44%
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Fall 2019 CA Dashboard MATHEMATICS All students: YELLOW 25.8 points below standard Increased 6.6 Points White: GREEN	N/A for 2021-22			Fall 2024 CA Dashboard All students: GREEN 4.2 points above standard White: BLUE 23.6 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6.4 points above standard Increased 12 points Hispanic:YELLOW 44.5 points below standard Increased 4.2 Points Socioeconomically Disadvantaged: YELLOW 46.6 points below standard Increased 6.1 Points Students w/ Disabilities: ORANGE 95.5 points below standard Increased 24.2 All English Learners: YELLOW 63.9 points below standard Increased 7.2 points **EL Comparisons** Current English Learners: 84.2 points below standard Increased 10.9 Points				Hispanic: GREEN 14.5 points below standard Socioeconomically Disadvantaged: GREEN 16.6 points below standard Students w/ Disabilities: YELLOW 65.5 points below standard All English Learners: GREEN 33.9 points below standard **EL Comparisons** Current English Learners: 54.2 points below standard Reclassified English Learners: 9.1 points below standard English Only: 21 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reclassified English Learners: 39.1 points below standard Increased 9.8 Points English Only: 9.6 points below standard Increased 7.1 points				
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	Fall 2019 CA Dashboard ENGLISH LANGUAGE ARTS All students: YELLOW 3.9 points below standard Maintained 2.8 Points White: GREEN 22.5 points above standard Increased 4.5 points Hispanic:ORANGE 20.3 points below standard Maintained 1.9 points Socioeconomically Disadvantaged ORANGE 24.5 points below standard	N/A for 2021-22			Fall 2024 CA Dashboard All students: GREEN 26.1 points above standard White: BLUE 52.5 points above standard Hispanic: GREEN 10 points above standard Socioeconomically Disadvantaged: GREEN 5.5 points above standard Students with Disabilities: YELLOW

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Maintained 2.9 points Students with Disabilities: ORANGE 77.3 points below standard Increased 12.6 points All English Learners: YELLOW 41.6 points below standard Increased 5 points **EL Comparisons** Current English Learners: 72.7 points below standard Increased 11.5 points Reclassified English Learners: 3.5 points below standard Increased 8.1 points • English Only: 10.9 points above standard Maintained 2.6 Points				47.3 points below standard All English Learners: GREEN 1.6 points below standard **EL Comparisons** Current English Learners: 42.7 points below standard Reclassified English Learners: 26.5 points above standard English Only: 40.9 points above standard
The participation rate of 3rd-8th grade students on IEPs	Fall 2019 CA Dashboard SPED	N/A for 2021-22			Fall 2024 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
taking the the Math & ELA CAASPP will meet or exceed 95%.	PARTICIPATION RATE ELA Participation Rate= 94% Math Participation Rate= 94%				ELA & Math = 95% or greater
English learners making Annual Progress in Learning English as measured by ELPAC will increase at least 7% on the CA State Dashboard each year.	Fall 2019 CA Dashboard ELPAC English Learner Progress = 48.1% (Medium)	N/A for 2021-22			Fall 2024 CA Dashboard English Learner Progress = 69.1% or greater
District English learner reclassification rate will increase at least 3% each year.	2019-20 District Data R-FEP rate = 7%	2021-22 District Data R-FEP rate= 14% 2020-21 District Data R-FEP rate = 7%			2023-24 District Data District R-FEP rate = 16% or greater
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-21 District Data CCSS aligned curriculum= 100%	2021-22 District Data CCSS aligned curriculum= 100%			2023-24 District Data Maintained 100%
District-wide, at least 65% of the students served in Expanded Learning summer programs will be	2021 Summer Program Unduplicated Percentages: District = 61.5%	2022 Summer Program Unduplicated Percentages: TBD			2023-24 Summer Program Unduplicated Percentages:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students from our unduplicated student groups (Low SES, EL, foster).	GES- 30% VO- 91% RO- 67.6% LC- 40.4% MRE- 49% MMS- 91%				District= 65% or higher GES- 50% VO- 91% RO- 67.6% LC- 50.4% MRE- 49% MMS- 91%
Misassignments of teachers will remain at 0.	2020-21 CALPADS Misassignments= 0	2021-22 CALPADS Misassignments= 0			2023-24 CALPADS Misassignments 0
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2020-21 District Data Access to professional development= 100%	2021-22 District Data Access to professional development= 100%			2023-24 District Data Maintained at 100%
Parents of unduplicated students will be represented at all stakeholder meetings (DAC, ELAC, DELAC, listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	2020-21 District Data Representation all stakeholder meetings= MET	2021-22 District Data Representation all stakeholder meetings= MET			2023-24 District Data MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SpEd PAC).	2020-21 District Data Stakeholder participation= MET	2021-22 District Data Stakeholder participation= MET			2023-24 District Data MET
Parent CalSCHLS survey will be completed by a minimum of 750 families with an increase of 5% each year.	2021 CalSCHLS Parent Survey Responses= 862	2022 CalSCHLS Parent Survey Responses= 402			2023-24 CalSCHLS Parent Survey Responses = 991 or greater
Student access and exposure in the area of Arts Education.	2020-21 District Data Baseline= 0	2021-22 District Data 80% of all students had exposure and access to Arts Education.			2023-24 District Data Maintained at 100%
Parent use of SIS Parent Portal will increase 5% annually.	2020-21 SIS Data Baseline= (new SIS system fall 2021)	2021-22 Parent Vue Data in Synergy Baseline= 67%			2023-24 SIS Data Parent use of SIS Parent Portal= 82%
Williams Facilities Complaints will be	2020-21 State Data	2021-22 State Data			2023-24 State Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
maintained at ZERO (0).	Complaints= Zero (0)	Complaints= Zero (0)			Maintained at zero (0) complaints
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.	2020-21 FIT Reports Greer- FAIR Valley Oaks- FAIR River Oaks- FAIR Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR	2021-22 FIT Reports Greer- GOOD Valley Oaks- FAIR River Oaks- GOOD Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR Fairsite- FAIR			2023-24 FIT Reports All district Facilities will be maintained at "GOOD"

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Pre-Kindergarten Program	Prioritize the enrollment of English learners, low socio-economic, foster and learners with special needs in the 3-4 year old Preschool and Transitional Kindergarten program.	$1,656,949.89	No
1.2	School Readiness Services	Fairsite provides direct services to high needs families through a comprehensive School Readiness and home visitation program (health screenings, parent education, literacy).	$264,790.44	Yes
1.3	Early Prevention and Intervention	Enhance coordination of special education services and early preventative practices such as mainstreaming and full inclusion preschool, vision, and hearing.	$110,129.41	No

Action #	Title	Description	Total Funds	Contributing
1.4	High Quality Certificated TK-8 Staffing	Attract and retain K-8 certificated staffing for regular and special education classrooms.	$15,095,194.01	No
1.5	Specialized Certificated Support	Provide specialized support for newly hired teachers with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth.	$291,344.74	Yes
1.6	Administrative Staffing for Instructional Quality	School administration staffing to prioritize high quality instructional programs at the site and district level.	$1,843,806.89	No
1.7	Class Size Reduction	Further reduce TK-3 class size to 20:1 to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics, and English Language Development.	$1,330,375.81	Yes
1.8	AVID Program at Middle School	Further support the implementation of an AVID program at the middle school targeting high needs students with a focus on college pathways.	$121,306.68	Yes
1.9	Expanded Learning acceleration blocks after school and Summer Programs	Prioritize academic support after school and summer acceleration opportunities for high need students; including learners with disabilities at elementary and middle school.	$658,384.00	No
1.10	Instructional Assistant (IA) Support	Provide IA support for high needs students in early reading and with additional personalized bilingual IA support for English learners in grades TK-3 and newcomers in grades 4th-8th.	$881,475.56	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Mainstreaming and Inclusive Practices	Increase access and inclusion for learners with special education services through instructional assistant support during mainstreaming and additional coaching and training for staff focusing on inclusive practices and co-teaching.	$1,363,894.74	No
1.12	Bilingual Education and Dual Language Immersion (DLI) Development	Continue to offer the current district K-3 Transitional Bilingual Program while developing a PreK-8 Dual Language Immersion Program. BCLAD staff will participate in DLI professional development.	$857,160.12	Yes
1.13	English Learner Newcomer Support	Maximize services for English learners with specific focus on grade 4th-8th newcomers.	$54,572.02	Yes
1.14	Academic Conferences	Continue to hold academic conferences with grade level teams to analyze and review student data, deliver coordinated professional learning with content connections for MTSS, and plan for strategic/intensive supports. Academic/Data and MTSS TOSAs will support data analysis and planning for equitable student supports.	$150,380.26	No
1.15	Early Reading Instruction	Support the acceleration of early literacy with planning, instructional delivery, co-teaching, modeling and collaboration using Literacy TOSAs.	$274,802.87	No
1.16	Professional Learning	Certificated and classified staff participate in professional learning to guide their work with content standards, English language acquisition, student engagement and equitable classroom practices. Outside consultants will be used from CORE Learning, Eureka and College Preparatory Mathematics.	$332,325.00	No

Action #	Title	Description	Total Funds	Contributing
		Outside consultants will be used to strengthen administrative leadership capacities. District and site administration will work within a leadership framework designed to build relationships and actions to increase student and staff learning and well-being.		
1.17	Home Learning Academy	Bright Future Home Learning Academy provides in-person and online learning for students, enrichment opportunities, and a learning hub for academic support.	$255,197.81	No
1.18	Core Curriculum Sufficiency	Continue to ensure that all students have access to materials aligned to California content standards and that all teachers have the needed instructional resources; supplemental resources and curriculum for learners receiving special education services.	$197,336.00	No
1.19	Supplemental Curriculum and Online Resources for High Needs Learners	Increase equity and access to resources for English learners, low income, homeless and foster youth. Continue to support individual learning pathways through online learning courseware.	$366,959.00	Yes
1.20	Access to Technology	Provide 1-to-1 student mobile devices and classroom technology to strengthen youth voice and choice in blended learning environments and innovation opportunities and ensure availability of wifi for students with little or no internet access at home.	$191,383.55	No
1.21	Parent Engagement and Leadership Development	Increase parent engagement, leadership development, and participation in their children's education, improve home-school communication and provide parent education for College and Career Readiness.	$270,048.21	Yes

Action #	Title	Description	Total Funds	Contributing
1.22	Additional Transportation Services	Provide transportation support services to increase student access for additional middle school route, after school programs, summer learning opportunities.	$53,944.11	Yes

Goal Analysis [2021-22]

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

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

There were no substantive differences in planned actions and the actual implementation of these actions.

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

There were material differences caused by expenditures not included in the original LCAP that pertained to certain actions and included in the Estimated Actual amounts, one-time grants were not fully expended in the LCAP year, additional Home Learning Academy teachers were hired, additional dollars were spent on professional development and teacher induction, some teacher expenditures were counted in more than one action during LCAP development, and additional online curriculum was purchased.

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

In the area of Reading (Related actions- 4-7, 10-11, 14, 16, 17)
District Reading Assessment- We note growth with all TK-3 students as they move towards meeting all DRA trimester benchmarks. In 2021, 44% of TK-3 students met DRA benchmarks while in 2022, 51% of the TK-3 students met all benchmarks. This indicates a success of a 7% percent gain in the number of all students meeting DRA benchmarks from 2021 to 2022.
District MAP reading assessment- When comparing spring 2021 to winter 2022, the following is noted in the area of reading: Growth was made with all students 34% to 37%, with White 46% to 49%, Hispanics 26% to 30%, with Socio-Economically Disadvantaged 26% to 29%, and Students with Disabilities 16% to 25%. The gains for Students with Disabilities almost doubled the expected growth and it was the only student group that met the 5% expected gains. When the same data is viewed by grade level, the following met/exceeded the 5% target: 2nd, 3rd, 5th, and 6th.

In the area of Mathematics: (Related actions- 4-7, 10-11, 14, 16)
District MAP mathematics assessment- When comparing mathematics spring 2021 to winter 2022, the following is noted in the area of mathematics: Growth was made with all students 27% to 31%, with Hispanics 18% to 27%, with Socio-Economically Disadvantaged 17% to 22% and with Students with Disabilities 13% to 22%. The following student groups met/exceeded the 5% target for MAP-Mathematics:

Hispanics, Socio-Economically Disadvantaged, and Students with Disabilities. When the same data is viewed by grade level, the following met the 5% target: 2nd, 3rd, 4th, 5th, and 6th

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

Changes made to the metrics:
Spring data was used to determine the baseline in 2021 because students did not complete the district assessments during distance learning. There is no State Dashboard data to report on for the 2021-22 school year.

Changes made to actions:
Actions that do not directly support student learning were eliminated (nutrition program, facilities)
Action #15 (leadership capacity) pertaining to NGSS was eliminated. Assistant principals will support teachers with NGSS.
Action #13 was revised to reflect Newcomer support because the TOSA position was not continued
Action #21 (SpEd curriculum) was combined with Action #19 (Core curriculum)
Action #22 (online courseware) was combined into Action #20 (supplemental resources for high needs learners)

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook, and the skills needed for goal setting, positive relationships and responsible decisions. The COVID-19 pandemic has exacerbated pre-existing student mental health problems due to academic disruption, restricted social contact, loss of routine, and health-related fear.

Chronic Absenteeism: The District's Chronic Absenteeism rate for 2021-22 is 28% using the data from the District's Student Information System (SIS) from 8/11/2021-5/3/2022. The 2019 California Dashboard indicates that Chronic Absenteeism increased for every significant sub group and all subgroups scored in the ORANGE (Low) Performance level. The average daily attendance at all schools is below 95%.

Suspensions: The District's suspension rate for 2021-22 is 2% using the data from the District's SIS data from 8/11/2021-5/3/2022. The 2019 California Dashboard indicates that Suspensions increased for most student groups, which scored in the ORANGE (Low) Performance level.

April 2022 CalSCHLS student survey data grades 5-8:
Goal is 80%
Percentage of students that participated in the survey: Grade 5 = 54%, Grade 6 = 50%, Grade 7 = 61%, Grade 8 = 69%
Students feel connected to school: Grade 5 = 70%, Grade 6 = 67%, Grade 7 = 63%, Grade 8 = 55%
Students are academically motivated: Grade 5 = 81%, Grade 6 = 76%, Grade 7 = 67%, Grade 8 = 63%
Students have a caring adult in school: Grade 5 = 70%, Grade 6 = 65%, Grade 7 = 58%, Grade 8 = 54%
Students have social and emotional learning supports: Grade 5 = 74%, Grade 6 = 71%, Grade 7 = 67%, Grade 8 = 64%
My school has an anti-bullying climate: Grade 5 = 75%, Grade 6 = 70%, Grade 7 = 43%, Grade 8 = 38 %
I feel safe at school: Grade 5 = 72%, Grade 6 = 73%, Grade 7 = 60%, Grade 8 = 61%
Positive student well-being: Grade 5 = 69%, Grade 6 = 63%
Positive life satisfaction: Grade 7 = 66%, Grade 8 = 65%

Social Emotional Learning: All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall daily District attendance will be maintained at 96% or greater.	2019-20 Average Daily Attendance (ADA)= 95.2%	2020-21 Average Daily Attendance (ADA)= No Data 2021-22 Average Daily Attendance (ADA)= 87.3% as of May 2022			2024 Average Daily Attendance (ADA) District ADA= 96% or greater
Chronic absenteeism will decrease by 1% or greater for every student subgroup.	2019 CA Dashboard: All students: ORANGE 11.6%, Increased 0.9% White: ORANGE 10.3%, Increased 0.6% Hispanic: ORANGE 12.4%, Increased 1.3% Low SES: ORANGE 14.2%, Increased 1.1% Students w/ Disabilities: ORANGE 17.7%, Increased 1.2% English Learners: ORANGE 11.5%, Increased 1.2%	CA Dashboard- No data for 2020-21 CA Dashboard- 2021-22 =TBD 2021-22 Local Data in Synergy 8/11/2021-5/3/2022 District- 28% GES- 34% VO- 30% RO- 23% LC- 29% MRE- 21% MMS- 29%			2024 CA Dashboard: All students: GREEN; 8.6% White: GREEN 7.3% Hispanic: GREEN 9.4% Socioeconomically Disadvantaged: GREEN 11.2% Students w/ Disabilities: GREEN 14.7% English Learners: GREEN 8.5%
The suspension rate will decrease by 0.1%	2019 CA Dashboard:	CA Dashboard- No data for 2020-21			2024 CA Dashboard:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or greater for every student subgroup.	All students: ORANGE 3%, Increased 0.3% White: YELLOW 2.4%, Maintained -0.1% Hispanic: ORANGE 3.4%, Increased 0.4% Low SES: ORANGE 3.7%, Increased 0.7% Students w/ Disabilities: ORANGE, 4.7% Increased 0.9% English Learners: GREEN 1.8%, Declined 0.6%	CA Dashboard- 2021-22 =TBD 2021-22 District Data: 8/11/2021-5/3/2022 District- 2% GES- .4% VO- 2% RO- .5% LC- .4% MRE- 1% MMS- 5%			All students: GREEN 1.5% White: GREEN 2% Hispanic: GREEN 1.5% Socioeconomically Disadvantaged: GREEN 1.5% Students w/ Disabilities: GREEN 1.7% English Learners: GREEN .5%
The expulsion rate will decrease by 0.1% or greater for every subgroup.	2020-21 District Data All students: 0 White: 0 Hispanic: 0 Low SES: 0 Students w/ Disabilities:0 English Learners: 0	CA Dashboard- No data for 2020-21 CA Dashboard- 2021-22 =TBD 2021-2022 District Data: 8/11/2021-5/3/2022 All Students: 4 White: 0 Hispanic: 4 Low SES: 4 Students with Disabilities: 2 English Learners: 3			2023-24 District Data All students: 0 White: 0 Hispanic: 0 Low SES: 0 Students w/ Disabilities:0 English Learners: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The middle school dropout rate will be maintained at 0% for all student subgroups.	2020-21 All students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Students w/ Disabilities:0 English Learners:0	2021-22 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Students with Disabilities:0 English Learners:0			2023-24 District Data All students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Students w/ Disabilities: 0 English Learners: 0
Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	2021 CalSCHLS Parent Survey Data: This school... Encourages me to be an active partner. Elementary: 37% Middle: 22% Makes me feel welcome to participate. Elementary: 35% Middle: 19% Supports student learning environment: Elementary: 34% Middle: 21% Is a safe place for my child. Elementary: 46%	2022 CalSCHLS Parent Survey Data: This school... Encourages me to be an active partner. Elementary: 33% Middle: 27% Makes me feel welcome to participate. Elementary: 31% Middle: 16% Supports student learning environment: Elementary: 31% Middle: 23% Is a safe place for my child. Elementary: 40%			2024 CalSCHLS Parent Survey Data: Percentage of parents responding Strongly Agree on all responses on the annual CalSCHLS Survey is at 50% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Middle: 30% Has adults who really care about students. Elementary: 41% Middle: 24% Communicates with parents about school. Elementary: 46% Middle: 22% Treats all students with respect. Elementary: 45% Middle: 34% Has clean and well-maintained facilities. Elementary: 44% Middle: 28%	Middle: 23% Has adults who really care about students. Elementary: 40% Middle: 21% Communicates with parents about school. Elementary: 48% Middle: 27% Treats all students with respect. Elementary: 40% Middle: 28% Has clean and well-maintained facilities. Elementary: 35% Middle: 24%			
Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	2021 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 26%, Grade 6 = 24%, Grade 7 = 77%, Grade 8 = 74% Students feel connected to school:	2022 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 54%, Grade 6 = 50%, Grade 7 = 61%, Grade 8 = 69% Students feel connected to school:			2024 CalSCHLS Data: Percentage of students in grades 5-8 responding "Yes, most or all of the time" for all responses on the annual CalSCHLS survey will increase by 15%.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 69%, Grade 8 = 64% Cyberbullying is a problem: Grade 5 = 10%, Grade 6 = 14%, Grade 7 = 19%, Grade 8 = 23% Positive student well-being: Grade 5 = 72%, Grade 6 = 68%	Grade 5 = 72%, Grade 6 = 73%, Grade 7 = 60%, Grade 8 = 61% Cyberbullying is a problem: Grade 5 = 27%, Grade 6 = 21%, Grade 7 = 31%, Grade 8 = 36% Positive student well-being: Grade 5 = 69%, Grade 6 = 63% Positive life satisfaction: Grade 7 = 66%, Grade 8 = 65%			
Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Staff participation in the survey will increase by 50%.	2021 CalSCHLS Data: 59% of staff participated in the survey. Caring adult relationships: Elementary = 57%, Middle = 45% Promotion of parental involvement:	2022 CalSCHLS Data: 27% of staff participated in the survey. Caring adult relationships: Elementary = 52%, Middle = 32% Promotion of parental involvement:			2024 CalSCHLS Data: At least 75% of staff will participate in the survey. Staff responding "Strongly Agree" on the CalSCHLS survey will increase by 15%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elementary = 45%, Middle = 27% Positive student learning environment: Elementary = 55%, Middle = 40% Support for social emotional learning: Elementary = 47%, Middle = 20% Antibullying climate: Elementary = 42%, Middle = 30% Positive staff working environment: Elementary = 42%, Middle = 35% Is school safe for students: Elementary = 51%, Middle = 45% Respect for diversity: Elementary = 45%, Middle = 31%	Elementary = 42%, Middle = 20% Positive student learning environment: Elementary = 51%, Middle = 41% Support for social emotional learning: Elementary = 43%, Middle = 22% Antibullying climate: Elementary = 36%, Middle = 19% Positive staff working environment: Elementary = 38%, Middle = 29% Is school safe for students: Elementary = 53%, Middle = 22% Respect for diversity: Elementary = 40%, Middle = 22%			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Strengths-based Education	Support employees, parents and students in using strengths-based talent information and motivation data to address whole child social emotional learning and motivation. Expand opportunities for our unduplicated learners through SEL, strengths-based learning and youth development opportunities and training for staff.	$212,606.12	Yes
2.2	Support for High Needs Students, Individual Growth, and Safe Schools	Sustain additional site-based administration to identify and provide support for unduplicated students for individual growth through ongoing monitoring of individual growth targets, assessments and service coordination as they transition from elementary, middle school, and high school.	$932,577.09	Yes
2.3	Mental Health, Counseling and SEL intervention Services	Sustain a Social Worker or Counselor in every school to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth. Student safety and well-being will be supported by a School Resource Officer (SRO) with a focus on prevention. The SRO may meet with and counsel students, refer students to outside social services as necessary, participate in parent conferences, and play a role in reducing chronic absenteeism. A Wellness and alternative centers at the middle school will support students who have individual SEL needs	$961,856.43	Yes
2.4	Expanded Learning and Enrichment	Expanded Learning Programs will support learners at all school sites and offer a variety of expanded learning and culturally relevant enrichment opportunities and clubs (music, arts, STEAM, etc.) during and after the school day.	$1,966,019.33	Yes
2.5	Multi-Tiered Systems of Support (MTSS)	Each site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional learning supports for all students. MTSS team meetings, professional development, Positive Interventions and Supports (PBIS)	$1,741,530.93	No

Action #	Title	Description	Total Funds	Contributing
		and school & community collaboration are key elements. A Teacher On Special Assignment will provide additional support for site MTSS teams and standardize district practices.		
2.6	Positive Behavior Interventions and Supports (PBIS)	Registered Behavior Technicians (RBTs) will consult with site PBIS teams to increase the integrity and effectiveness of the campus PBIS programs. With guidance from the Behavior Analyst, RBTs will work with teams to identify positive interventions and supports to incorporate campus and classroom systems.	$165,669.02	No
2.7	Student Arts & Mentoring Program	MTSS Tier 2 support: Focus on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other documented effects of the COVID-19 pandemic on already at-risk youth (Healthy HeARTS and Minds).	$99,000.00	No
2.8	Social Emotional Learning (SEL)	All schools will implement Second Step SEL curriculum with students. Through a partnership with SCOE and Yale University, school-based teams will receive coaching and participate in a systemic approach to implementing the principles of emotional intelligence that inform how leaders lead, teachers teach, students learn, and families support students. (Yale RULER Training) Using the RULER approach (Recognizing, Understanding, Labeling, Expressing, Regulating) each site will implement at least on SEL tool to implement with staff.	$10,000.00	No

Goal Analysis [2021-22]

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

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

There were no substantive differences in planned actions and the actual implementation of these actions.

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

Additional Multi-Tiered Systems of Support (MTSS) and site-based administration supports were added to support high needs students for individual growth goals.

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

Outcomes that demonstrate progress towards Goal #2

Student responses on the CalSCHLS survey for 5th-8th graders
71%-74% of students reported that their school offered social and emotional learning supports
76%-88% of students answered that they felt adults treated them with respect at school
72%-74% of the 7th & 8th graders reported having a growth mindset

85% of students in grades K-6 have participated in engagement sessions.

All schools, including the district office, completed the RULER Training facilitated by Yale University.

All 4th graders participated in the Strengths Explorer strengths survey.

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

Changes made to the metrics:
District data was used to determine progress towards goals in the area of suspensions, explusions, chronic absenteeism and reclassification. There is no State Dashboard data to report on for the 2021-22 school year.

Changes made to actions:
Action #7 was eliminated due to no further grant funding.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$4,725,899	$256,868

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.90%	0.00%	$0.00	15.90%

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

Required Descriptions

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

Actions: 2.2
Individual Goal Growth

GJUESD will sustain site-based certificated administration levels for personalized learning implementation assistant principals (APs) shared between schools will continue instructional leadership efforts with responsive support to define, implement and innovate systems personalization efforts to improve outcomes for English learners, low socio- economic and foster youth in grades TK-8. APs will support site efforts though 1) ongoing monitoring of individual learner growth targets with strategic actions and services 2) cognitive coaching for educator effectiveness through mini-observations with face-to-face feedback and 3) coherent services coordination. Personalization is a proven effective practice that supports the individual learner growth of our unduplicated students because it is paced to learning needs (i.e., individualized), tailored to learning preferences (i.e., differentiated), and tailored to the specific interests of different learners. On the 2022 Winter MAP assessments 37% performed at or above the 60th percentile in Reading and 31% performed at or above the 60th percentile in Math.

Actions: 2.5, 1.2, 2.3, 1.8, 1.21, 1.22

Mental Health, Social Emotional Learning, Academic Supports & Parent Engagement

To further improve outcomes for our unduplicated student groups, each site coordinates a prevention-based Multi-Tiered systems of Support (MTSS) team model which implements tiered systems of academic, behavioral and social emotional Learning supports for all students. Personal goal growth by our unduplicated learners as they transition from Pre-K to elementary to middle school to high school is supported by multiple staff. A home visiting program in prekindergarten, social workers/counselors in every school and the broader implementation of the AVID college pathway program at middle school provide targeted social emotional, behavior, language and academic supports to high needs students and families. Student attendance is a major factor in increasing academic performance for our unduplicated student population. The importance of regular attendance is a focus at monthly ELAC/DELAC (site and District English learner advisory committee) meetings. Daily attendance is also bolstered by providing additional transportation routes to help get our unduplicated learners to and from school. In addition to attendance, efforts to increase parent engagement & leadership development and participation in their children's education also support our learners in their transitions PreK through grade eight transitions. Research validates the positive effects these strategic positions and services have on the social-emotional and academic success of these high needs learners. 2021-22 local data reported a slight decrease in the district suspension rate but increased chronic absenteeism.

Actions: 2.1, 2.4,

Expanded Learning

Expanded learning focuses on the whole child development of our unduplicated learners through SEL, strengths-based learning and youth development opportunities. All schools reported an increase in the number of students that demonstrated unmet social and emotional needs. This increases importance of offering a variety of school day activities and after school clubs coordinated by the expanded learning coordinator and supported by the Bright Future Learning Center technicians. Enrichment programs, music and physical fitness have been proven to support learning and academic success. These are proven effective practices because studies have shown that high quality expanded learning programs link to student achievement. 100% of all learners participated in SEL learning opportunities in the Bright Future Learning Centers and or were served in their classrooms with SEL Engagement Sessions during the 2021-22 school year.

Actions: 1.5, 1.7, 1.10, 1.19

Early Literacy Support: TK-3 Class Size, intervention, instructional assistants, resources

Winter 2022 District Reading Assessment data shows that 59% of third grade students met grade level benchmarks. GJUESD will continue to reduce TK-3 class size beyond the 24:1 base through certificated staffing in order to more effectively address students not meeting grade level standards. Unduplicated learners will benefit through increased time for high quality personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development. Supplemental curriculum and online courseware will further support the academic needs of the unduplicated student population. Additional personalized support for English learners, low socio economic and foster youth will be provided through increased instructional assistants providing individual and small group support during the regular school day. Spring 2021 to Winter 2022 MAP assessment results demonstrated a slight improvement for ELA and Mathematics in grades 3-8.

Actions: 1.12, 1.13

Dual Language Immersion and the Prevention of Long-Term English Learners

Targeted prevention and intervention services for English learners will be increased through a combination of direct instruction and educator support. Academic and language support for Spanish-speaking TK-3 learners in the district's TK-3 Transitional Bilingual Program will continue along with year 1 implementation of a PreK-8 Dual Language Immersion Program. Two additional sections of ELD and bilingual instructional assistants at the elementary level and middle school will also focus on academic needs of English learners and newcomer students.

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

The Galt Joint Union Elementary School District will receive $4,725,899 in the supplemental and concentration portion of the LCFF supporting our 15.90% unduplicated learners. The GJUESD's foundational strategies include a system for personalization for high quality learning through equity, excellence, engagement and innovation. Personalization efforts tailor learning to each learner's strengths, needs, culture and interests including the learner's voice and choice in what, how, when and where they learn. This is achieved by supporting learners, families and staff in the development of flexible and equitable learning environments ensuring mastery of the highest learning standards in pursuit of each learner's goals. The majority of these funds will continue to be spent on personnel hired to increase or improve services for our unduplicated learners through a range of researched-based supports and services for growth accomplishments.

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

Additional dollars are used to provide additional staff, for example: bilingual instructional, office and outreach assistants, social workers, home visitors, additional teachers to reduce class sizes, additional transportation services to ensure students get to school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	31:1	23:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	21:1	17:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$25,238,292.79	$3,217,294.18	$335,339.32	$3,920,093.75	$32,711,020.04	$30,672,810.04	$2,038,210.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Pre-Kindergarten Program	English Learners, Socioeconomically Disadvantaged, Foster All Students with Disabilities	$635,679.60	$689,447.91		$331,822.38	$1,656,949.89
1	1.2	School Readiness Services	English Learners Foster Youth Low Income	$46,473.47		$218,316.97		$264,790.44
1	1.3	Early Prevention and Intervention	Students with Disabilities		$110,129.41			$110,129.41
1	1.4	High Quality Certificated TK-8 Staffing	All	$15,061,776.15			$33,417.86	$15,095,194.01
1	1.5	Specialized Certificated Support	English Learners Foster Youth Low Income	$186,661.74			$104,683.00	$291,344.74
1	1.6	Administrative Staffing for Instructional Quality	All	$1,843,806.89				$1,843,806.89
1	1.7	Class Size Reduction	English Learners Foster Youth Low Income	$1,330,375.81				$1,330,375.81
1	1.8	AVID Program at Middle School	English Learners Foster Youth Low Income	$121,306.68				$121,306.68

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Expanded Learning acceleration blocks after school and Summer Programs	English Learners, Socioeconomically Disadvantaged, Foster All Students with Disabilities	$87,093.00			$571,291.00	$658,384.00
1	1.10	Instructional Assistant (IA) Support	English Learners Foster Youth Low Income	$605,570.89			$275,904.67	$881,475.56
1	1.11	Mainstreaming and Inclusive Practices	Students with Disabilities	$714,275.62	$26,631.59		$622,987.53	$1,363,894.74
1	1.12	Bilingual Education and Dual Language Immersion (DLI) Development	English Learners	$793,160.12	$25,000.00	$39,000.00		$857,160.12
1	1.13	English Learner Newcomer Support	English Learners	$54,572.02				$54,572.02
1	1.14	Academic Conferences	All Students with Disabilities				$150,380.26	$150,380.26
1	1.15	Early Reading Instruction	All		$145,946.19		$128,856.68	$274,802.87
1	1.16	Professional Learning	All		$88,630.00	$9,195.00	$234,500.00	$332,325.00
1	1.17	Home Learning Academy	All				$255,197.81	$255,197.81
1	1.18	Core Curriculum Sufficiency	All Students with Disabilities		$197,336.00			$197,336.00
1	1.19	Supplemental Curriculum and Online Resources for High Needs Learners	English Learners Foster Youth Low Income	$184,691.00			$182,268.00	$366,959.00
1	1.20	Access to Technology	English Learners, Socioeconomically Disadvantaged,		$100,000.00		$91,383.55	$191,383.55

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Students with Disabilities					
1	**1.21**	Parent Engagement and Leadership Development	English Learners Foster Youth Low Income	$160,821.70	$5,665.53	$68,827.35	$34,733.63	$270,048.21
1	**1.22**	Additional Transportation Services	English Learners Foster Youth Low Income	$53,944.11				$53,944.11
2	**2.1**	Strengths-based Education	English Learners Foster Youth Low Income	$58,303.06	$154,303.06			$212,606.12
2	**2.2**	Support for High Needs Students, Individual Growth, and Safe Schools	English Learners Foster Youth Low Income	$544,514.02			$388,063.07	$932,577.09
2	**2.3**	Mental Health, Counseling and SEL intervention Services	English Learners Foster Youth Low Income	$656,353.07			$305,503.36	$961,856.43
2	**2.4**	Expanded Learning and Enrichment	English Learners Foster Youth Low Income	$814,564.35	$1,151,454.98			$1,966,019.33
2	**2.5**	Multi-Tiered Systems of Support (MTSS)	All Students with Disabilities	$1,284,349.49	$347,080.49		$110,100.95	$1,741,530.93
2	**2.6**	Positive Behavior Interventions and Supports (PBIS)	All Students with Disabilities		$165,669.02			$165,669.02
2	**2.7**	Student Arts & Mentoring Program	All				$99,000.00	$99,000.00
2	**2.8**	Social Emotional Learning (SEL)	All		$10,000.00			$10,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$29,730,110	$4,725,899	15.90%	0.00%	15.90%	$5,611,312.04	0.00%	18.87 %	**Total:**	$5,611,312.04
								LEA-wide Total:	$4,595,799.75
								Limited Total:	$1,015,512.29
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	School Readiness Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Fairsite Preschool Prekindergarten	$46,473.47	
1	1.5	Specialized Certificated Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,661.74	
1	1.7	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,330,375.81	
1	1.8	AVID Program at Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School	$121,306.68	
1	1.10	Instructional Assistant (IA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$605,570.89	
1	1.12	Bilingual Education and Dual Language Immersion (DLI) Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Oaks, Fairsite	$793,160.12	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	English Learner Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Oaks, McCaffrey	$54,572.02	
1	1.19	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,691.00	
1	1.21	Parent Engagement and Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,821.70	
1	1.22	Additional Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,944.11	
2	2.1	Strengths-based Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,303.06	
2	2.2	Support for High Needs Students, Individual Growth, and Safe Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$544,514.02	
2	2.3	Mental Health, Counseling and SEL intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$656,353.07	
2	2.4	Expanded Learning and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$814,564.35	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,384,788.90	$36,228,298.92

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Pre-Kindergarten Program	No	$842,588.00	$1,450,174.38
1	1.2	School Readiness Services	Yes	$296,763.00	$209,848.16
1	1.3	District-wide Prevention and Intervention	Yes	$128,205.00	$153,196.74
1	1.4	High Quality Certificated TK-8 staffing	No	$17,420,946.90	$15,150,926.41
1	1.5	Specialized Certificated Support	Yes	$228,729.00	$335,483.06
1	1.6	Administrative Staffing for Instructional Quality	No	$1,728,070.00	$1,862,173.29
1	1.7	Class Size Reduction	Yes	$1,643,063.00	$1,676,923.39
1	1.8	AVID Program at Middle School	Yes	$136,857.00	$114,775.91
1	1.9	Extended Learning Time Afterschool and Summer	No	$1,506,100.00	$754,830.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Instructional Assistant (IA) Support	Yes	$983,087.00	$883,535.47
1	1.11	Mainstreaming and Inclusive Practices	No	$1,373,453.00	$1,294,180.64
1	1.12	Bilingual Education & Dual Language Immersion Development	Yes	$458,087.00	$483,946.18
1	1.13	Prevention of Long-term English Learners	Yes	$193,761.00	$154,975.29
1	1.14	Academic Conferencing	Yes	$181,704.00	$157,807.58
1	1.15	Building Leadership Capacity	No	$40,593.00	$16,857.00
1	1.16	Early Reading Acceleration	No	$50,000.00	$51,172.00
1	1.17	Professional Learning	No	$100,000.00	$215,009.00
1	1.18	Home Learning Academy	No	$155,363.00	$422,301.46
1	1.19	Core Curriculum Sufficiency	No	$183,705.00	$141,995.16
1	1.20	Supplemental Curriculum & Resources for High Needs Learners	Yes	$30,000.00	$293,211.60
1	1.21	Supplemental Curriculum & Resources for Special Education	No	$1,248,262.00	$30,693.73
1	1.22	Online Learning Courseware	Yes	$198,500.00	$294,892.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Access to Technology	No	$275,267.00	$836,661.70
1	1.24	Parent Engagement & Leadership Development	Yes	$310,547.00	$274,703.95
1	1.25	Additional Transportation Services	Yes	$41,776.00	$59,428.90
1	1.26	On-going Facilities Repairs	No	$1,864,000.00	$2,418,856.17
1	1.27	District Nutrition Program	No	$1,565,275.00	$1,818,004.09
1	1.28	Art Integrated Education	No	$28,000.00	$74,010.31
2	2.1	Strengths-based Education	Yes	$120,144.00	$113,957.36
2	2.2	Support for high needs students for individual goal growth	Yes	$573,416.00	$783,736.25
2	2.3	Mental Health Counselling Services	Yes	$841,631.00	$790,181.88
2	2.4	Expanded Learning and Enrichment	Yes	$552,033.00	$463,785.76
2	2.5	Multi-Tiered Systems of Support (MTSS)	No Yes	$1,581,863.00	$1,908,856.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Positive Behavior Interventions and Supports (PBIS)	No	$80,000.00	$98,598.73
2	2.7	Increase Learner Engagement Through Applied Learning	No	$260,000.00	$322,109.91
2	2.8	Equity and Social Emotional Intelligence:	No	$64,000.00	$91,747.42
2	2.9	Student Arts & Mentoring Program	No	$99,000.00	$24,750.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,928,742	$6,016,039.00	$6,589,081.74	($573,042.74)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	School Readiness Services	Yes	$42,746.00	$43,157.85	0.00%	0.00%
1	1.3	District-wide Prevention and Intervention	Yes	$60,000.00	$89,236.12	0.00%	0.00%
1	1.5	Specialized Certificated Support	Yes	$178,729.00	$216,703.06	0.00%	0.00%
1	1.7	Class Size Reduction	Yes	$1,279,653.00	$1,325,578.34	0.00%	0.00%
1	1.8	AVID Program at Middle School	Yes	$136,857.00	$114,775.91	0.00%	0.00%
1	1.10	Instructional Assistant (IA) Support	Yes	$547,167.00	$562,362.28	0.00%	0.00%
1	1.12	Bilingual Education & Dual Language Immersion Development	Yes	$449,305.00	$468,879.04	0.00%	0.00%
1	1.13	Prevention of Long-term English Learners	Yes	$42,398.00	$62,410.40	0.00%	0.00%
1	1.14	Academic Conferencing	Yes	$36,341.00	$47,370.15	0.00%	0.00%
1	1.20	Supplemental Curriculum & Resources for High Needs Learners	Yes	$10,000.00	$87,089.60	0.00%	0.00%
1	1.22	Online Learning Courseware	Yes	$66,500.00	$54,236.52	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.24	Parent Engagement & Leadership Development	Yes	$133,518.00	$141,117.98	0.00%	0.00%
1	1.25	Additional Transportation Services	Yes	$29,776.00	$31,593.09	0.00%	0.00%
2	2.1	Strengths-based Education	Yes	$110,144.00	$112,458.86	0.00%	0.00%
2	2.2	Support for high needs students for individual goal growth	Yes	$573,416.00	$592,642.96	0.00%	0.00%
2	2.3	Mental Health Counselling Services	Yes	$621,797.00	$602,154.28	0.00%	0.00%
2	2.4	Expanded Learning and Enrichment	Yes	$224,234.00	$357,672.24	0.00%	0.00%
2	2.5	Multi-Tiered Systems of Support (MTSS)	Yes	$1,473,458.00	$1,679,643.06	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$29,328,149	$4,928,742	0.00%	16.81%	$6,589,081.74	0.00%	22.47%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	**Agenda Item: 212.322** Board Consideration of Approval of Galt Joint Union Elementary School District 2022-23 Budget
Presenter: Nicole Lorenz	**Action Item:** XX **Information Item:**

The Fiscal Services team has prepared the 2022-23 budget for your review. This budget reflects projections based on the May Revise. Carryover from fiscal year 2021-22 and adoption of the State budget may change these projections. Substantial changes could require budget revisions brought to the Board for approval in August.

Assumptions that impact the 2022-2023 budget and multi-year financial analysis:
- COLA Projections
    - 2022-23: 6.56%
    - 2023-24: 5.38%
    - 2024-25: 4.02%
- STRS employer contribution increase to 19.10% in 22-23
- PERS employer contribution increase to 25.37% in 22-23
- LCFF revenue increased in all years, although in declining enrollment, due to COLA and proposal on allowing ADA to be funded on a 3-year average
- $100,000 James B. McClatchy Foundation in 22-23
- 3% routine repair and maintenance
- Unduplicated Pupil Percentage decreased to 60.76% in 22-23
- Continue to spend down one-time multi-year grants received in 20-21 and 21-22
- Annualized Health Cap increases approved in Spring 2022 reflected

Unrestricted Reserve Levels (combined total of Committed/Assigned/Unassigned):
- 21-22 = 17.59%
- 22-23 = 15.46%
- 23-24 = 14.94%
- 24-25 = 15.25%

Assumptions not in the budget:
- Governor's proposals for a one-time Discretionary Block Grant, increase to the LCFF Base Grant, Transitional Kindergarten add-on, additional per ADA funding of the Expended Learning Opportunities Program
- Restructure of Classified Salary Schedule due to minimum wage increase proposed for January 2023

2022-23 Adopted Budget

JUNE 2022

Budget Assumptions based on the May Revise

- ▶ COLA 6.56% in 22-23

- ▶ STRS increase of 2.18% in 22-23

- ▶ PERS increase of 2.46% in 22-23

- ▶ LCFF revenue increased in all 3 years, although in declining enrollment, due to COLA and proposal on allowing ADA to be funded on a 3-year average

- ▶ $100,000 James B. McClatchy in 22-23

- ▶ Unduplicated Pupil Percentage decreased to 60.76% in 22-23

Increased Staff and Services

▶ Expanded Learning Opportunities Program staff

▶ June 2023 Summer Program

▶ After School Acceleration Blocks for 22-23

▶ Teaching staff in primary grade levels for class size reduction

▶ Teachers on Special Assignment

▶ Social Emotional Services and Programs

Cost Of Living Adjustment (COLA)

Year	Increase
2022-2023	6.56%
2023-2024	5.38%
2024-2025	4.02%

~ It is important to note, that the COLA is designed simply to account for increased or inflated costs, and does not provide an increase in real spending capacity.

LCFF Funding Factors

Grade Span	Base Grant	20% Supplemental Grant	65% Concentration Grant- UPP Above 55%
K-3	$9,521	$1,157	$356
4-6	$8,754	$1,064	$328
7-8	$9,013	$1,095	$337

Unrestricted Reserve Levels

(combined total of Committed/Assigned/Unassigned)

Year	Reserve
2021-2022	17.59%
2022-2023	15.46%
2023-2024	14.94%
2024-2025	15.25%

District Enrollment

Projected Revenues – General Fund

$2,082,411

$4,984,940

$6,993,616

$34,725,607
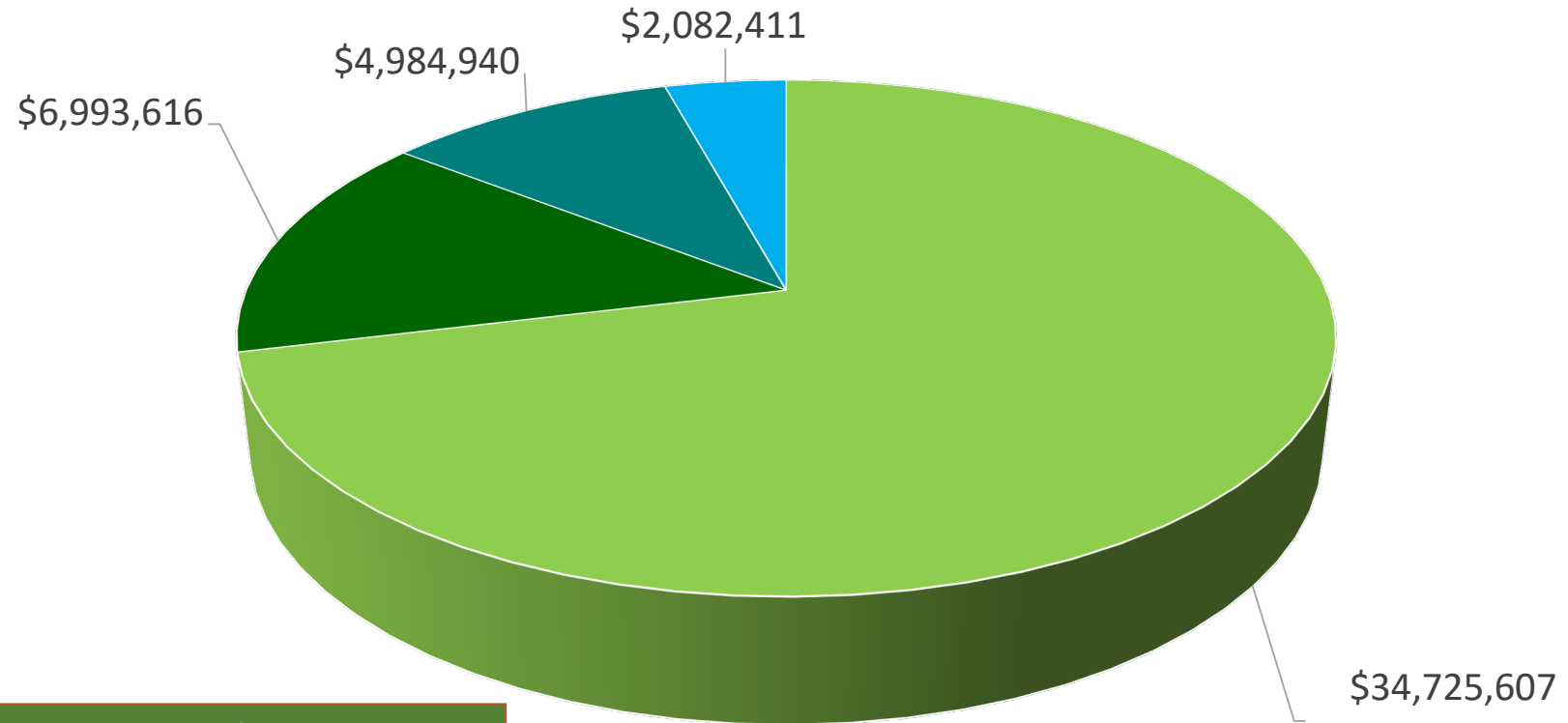
Total District Revenues $48,786,574
* Includes $4.9M in one-time pandemic response funds

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

Projected Expenditures – General Fund

Total District Expenditures
$50,552,027
* Includes $4.9M in one-time pandemic response expenditures
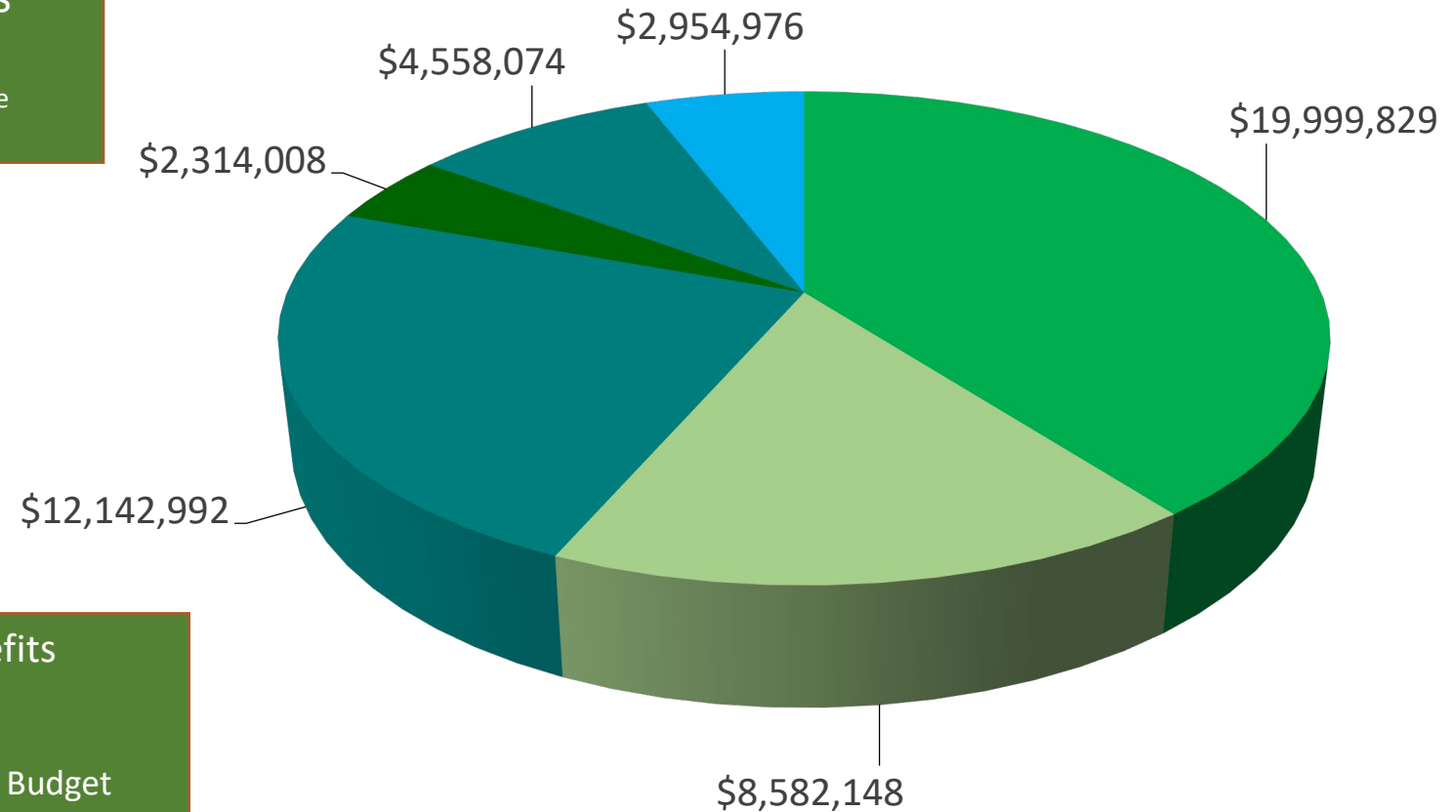
Total Salaries and Benefits
$40,724,969

This is 80.56% of the District's Budget

$2,954,976

$4,558,074

$2,314,008

$19,999,829

$12,142,992

$8,582,148

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

The Budget Reporting Cycle
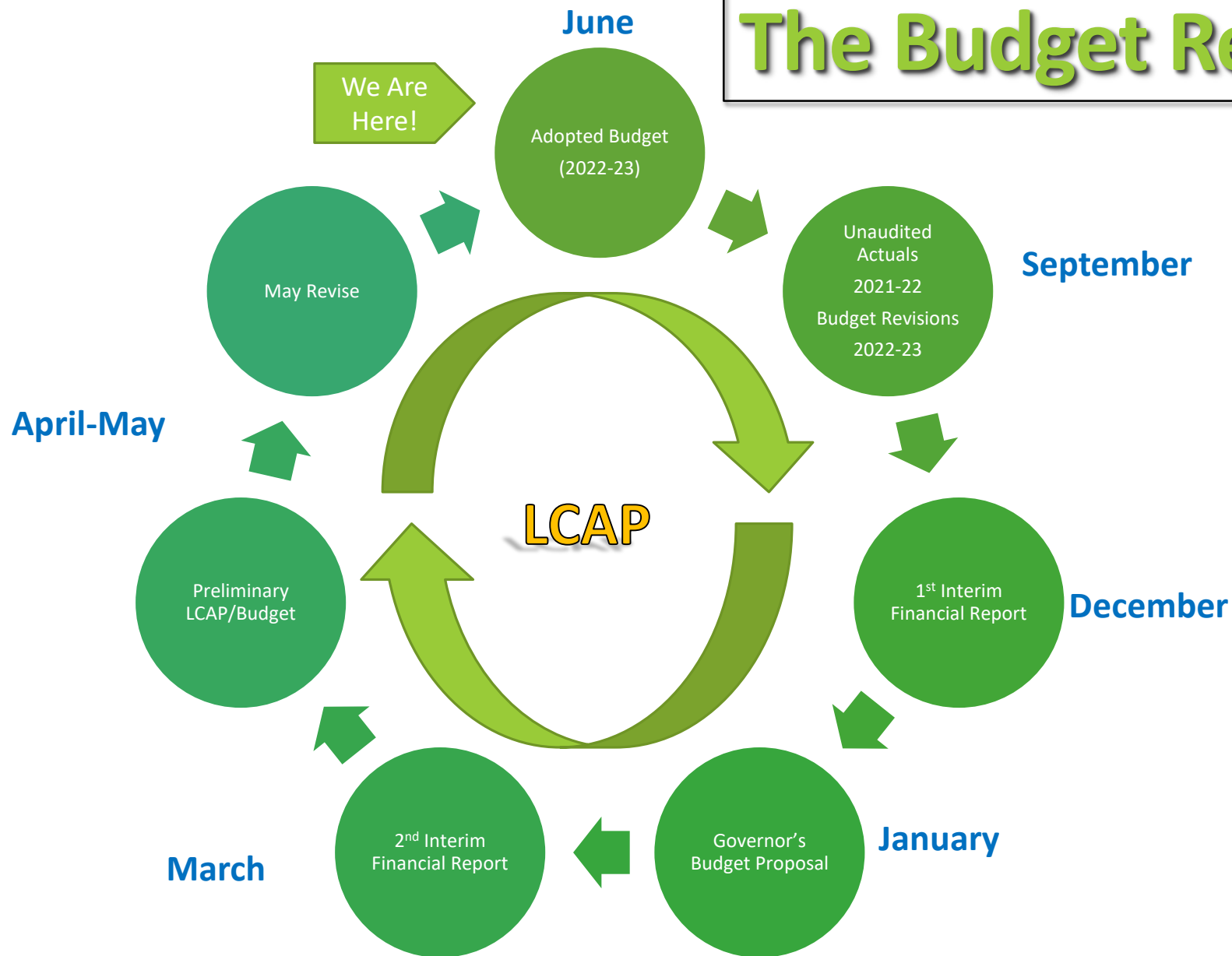
Next Steps For GJUESD

▶ July to August ~ Close financial books for 21-22

▶ August ~ 21-22 Year End fiscal auditor visit

▶ September ~ Board approval of Unaudited Actuals and possible budget revisions

Building a Bright Future for All Learners
Galt Joint Union Elementary School District

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

ADOPTED BUDGET 2022-2023

Superintendent, Lois Yount
1018 C STREET, SUITE 210 GALT, CA 95632
https://gjuesd-ca.schoolloop.com/

GJUESD - Multi Year Financial Analysis
2022-23 Adopted Budget

	Object Codes	Estimated Actuals 2021-22	Adopted Budget 2022-23	Projected 2023-24	Projected 2024-25
A. REVENUES					
LCFF Sources	8010-8099	35,040,405.00	34,725,607.00	34,956,588.00	36,289,835.00
Federal Revenues	8100-8299	8,800,355.00	6,993,616.00	2,078,689.00	2,078,689.00
Other State Revenues	8300-8599	7,880,229.00	4,984,940.00	4,841,908.00	4,841,908.00
Other Local Revenues	8600-8799	3,089,948.00	2,082,411.00	2,082,411.00	2,082,411.00
Total Revenues		54,810,937.00	48,786,574.00	43,959,596.00	45,292,843.00
B. EXPENDITURES					
Certificated Salaries	1000-1999	21,084,163.00	19,999,829.00	19,059,939.00	19,342,185.00
Classified Salaries	2000-2999	8,585,967.00	8,582,148.00	8,516,159.00	8,640,289.00
Employee Benefits	3000-3999	11,397,833.00	12,142,992.00	11,856,005.00	11,917,114.00
Books and Supplies	4000-4999	3,106,273.00	2,314,008.00	2,026,609.85	1,557,151.00
Services	5000-5999	5,220,994.00	4,558,074.00	4,353,420.75	4,032,864.00
Capital Outlay	6000-6999	1,861,911.00	2,904,037.00	562,174.00	10,000.00
Other Outgo	7100-7200/7438-7439	178,672.00	132,341.00	132,341.00	132,341.00
Direct/Indirect Costs	7310-7350	(128,738.00)	(81,402.00)	(81,402.00)	(81,402.00)
Total Expenses		51,307,075.00	50,552,027.00	46,425,246.60	45,550,542.00
Difference (Revenues-Expenses)		3,503,862.00	(1,765,453.00)	(2,465,650.60)	(257,699.00)
Other Financing Sources/Uses					
Transfers In	8919	10,950.00	10,950.00	10,950.00	10,950.00
Other Sources	8979	10,000.00	10,000.00	10,000.00	10,000.00
Transfers Out	7616	0.00	0.00	0.00	0.00
Contributions	8980	0.00	0.00	0.00	0.00
Total Other Financing Sources/Uses		20,950.00	20,950.00	20,950.00	20,950.00
Net Increase(Decrease) in Fund Balance		3,524,812.00	(1,744,503.00)	(2,444,700.60)	(236,749.00)
Beginning Fund Balance	9791	8,330,690.65	11,855,502.65	10,110,999.65	7,666,299.05
Audit & Other Adjustments	9793/9795	0.00	0.00	0.00	0.00
Ending Fund Balance		11,855,502.65	10,110,999.65	7,666,299.05	7,429,550.05
Components of Ending Fund Balance					
Non-Spendable:					
Revolving Fund	9711	20,000.00	20,000.00	20,000.00	20,000.00
Prepaid	9330/9713	0.00	0.00	0.00	0.00
Restricted:					
Restricted - Other	9740	2,741,260.20	2,209,751.20	563,417.60	265,211.60
Restricted Routine Maintenance	9740	86,842.38	86,842.38	164,891.38	216,699.38
Commited:					
Textbook Adoptions	9760	0.00	1,000,000.00	800,000.00	600,000.00
Technology Upgrades/Replacements	9760	0.00	1,000,000.00	800,000.00	600,000.00
Facilities	9760	0.00	757,000.00	657,000.00	457,000.00
Assigned:					
Reserve for Facilities	9780	1,000,000.00	0.00	0.00	0.00
Site Lottery Reserve to start next year	Resource 1100/9780	74,200.00	74,200.00	74,200.00	74,200.00
Reserve for Lottery	Resource 1100/9780	336,911.74	367,355.74	397,799.74	428,243.74
Unassigned/Unappropriated:					
3% Economic Uncertainties	9789	1,539,212.25	1,516,560.81	1,392,757.40	1,366,516.26
Reserve for Board Approval (Remaining Reserve)	9780	6,057,076.08	3,079,289.52	2,796,232.93	3,401,679.07
Total Ending Balance		11,855,502.65	10,110,999.65	7,666,299.05	7,429,550.05
		0	0	0	0
Restricted		5.51%	4.54%	1.57%	1.06%
Unrestricted - Committed			5.45%	4.86%	3.64%
Unrestricted - Assigned		2.79%	0.91%	1.06%	1.15%
Unrestricted - Unassigned		***14.81%***	***9.09%***	***9.02%***	***10.47%***
Unrestricted - Total		17.59%	15.46%	14.94%	15.25%
Total Reserve Percentage		23.11%	20.00%	16.51%	16.31%

Galt Joint Union Elementary School District
2022-23 Adopted Budget

MULTI-YEAR BUDGET NARRATIVE and ASSUMPTIONS

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

- The Local Control Funding Formula (LCFF) revenue has been calculated using the FCMAT (Fiscal Crisis and Management Assistance Team) calculator. The calculator was updated by FCMAT based on the Governor's May Revise Proposal.

  ✓ The calculation for the Supplemental/Concentration funding is $4,725,899 for 2022-23, $4,507,464 in 2023-23, and $4,680,714 in 2024-25.

- Enrollment/ADA Projections: The District is funded on the attendance rate of the enrollment or "Average Daily Attendance" (ADA). Typically, the District averages about a 95% - 96% actual attendance rate on enrollment. In 2021-22, as of P-1 in January 2022 the attendance rate was 90%, the COVID-19 pandemic has adversely affected the attendance rate. For 2022-23, the assumption is a return to pre-pandemic attendance rates gradually.

  - 3,281 enrollment is estimated for all 3 years

- ADA is projected to reflect the Governor's proposal to fund ADA on the greater of the actual current year, prior year or an average of the prior 3 years ADA. Not included, is the proposal to use the 19-20 attendance yield for the 21-22 ADA determination.

  - 3,249.17, using a 93% attendance rate, greatest ADA is the 3-year average

  - 3,131.58, using a 94% attendance rate, greatest ADA is the 3-year average

  - 3,128.53, using a 95% attendance rate, greatest ADA is current year

- COLA Projections
  - 2022-23: 6.56%
  - 2023-24: 5.38%
  - 2024-25: 4.02%

- STRS Employer Rates
  - 2022-23: 19.10%
  - 2023-24: 19.10%
  - 2024-25: 19.10%

- PERS Employer Rates
  - 2022-23: 25.37%
  - 2023-24: 25.20%
  - 2024-25: 24.60%

- Unduplicated/Free/Reduced/EL percentages
  - 2022-23: 60.76%
  - 2023-24: 59.63%
  - 2024-25: 59.63%

- The Routine Repair and Maintenance restricted account receives the required 3% of the total general fund budget expenditures for 2022-23 and beyond, additional contribution is added when various projects will exceed that.

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

- Annualized Health Cap increases approved in Spring 2022 reflected.

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

- Components of the Ending Balance

  ✓ Restricted carryovers each year must be reserved as part of the program from which the funding originated.
  ✓ Reserve cap triggered in 2022-23 per EC 42127.01, funds were committed to reflect a combined assigned and unassigned ending general fund balance of no more than 10 percent for the Budget year.

Assumptions not in the Budget:

- The Governor's proposals for a one-time Discretionary Block Grant, increase to the LCFF Base Grant, Transitional Kindergarten add-on, and the additional per ADA funding of the Expended Learning Opportunities Program.
- Restructure of Classified Salary Schedule due to minimum wage increase proposed for January 2023.

Galt Joint Union Elementary School District
2022-23 Adopted Budget Assumptions

REVENUE	ASSUMPTION
LCFF	- 2022-23 revenue is based on funded ADA of 3,249.17. - For 2022-23 the statutory COLA is 6.56%.
Federal Revenue	- Carryover amounts from 2021-22 were estimated and budgeted. - Prior year or known current year grant awards were used for on-going funding. - Revenue removed for one-time grants received or expended in 2021-22.
State Revenue	- Carryover amounts from 2021-22 were estimated and budgeted if necessary. - Prior year or known current year grant/apportionment allocations were used for on-going funding. - Revenue removed for one-time grants dollars received or expended in 2021-22.
Local Revenue	- Revenue removed for one-time grants expended in 2021-22. - Prior year donations removed. - Current year grant awards were used for on-going funding.
Transfers In	- Transfers In remain the same.

EXPENSES

Cert. Salaries	- Salaries updated for step and column. - Salaries removed for one-time grants expended in 2021-22.
Class. Salaries	- Salaries updated for step and column. - Salaries removed for one-time grants expended in 2021-22.
Benefits	- Statutory benefits budgeted to reflect salary changes and rate changes to STRS and PERS. - Benefits removed for one-time grants expended in 2021-22. - Increase in Health and Welfare for annualization of increased cap amounts settled Spring of 2022.
Supplies	- Supplies added for one-time grant dollars received in 2021-22 but not expended until 2022-23. - Supplies removed for one-time grants expended in 2021-22.
Services/Operating	- Services added for one-time grant dollars received in 2021-22 but not expended until 2022-23. - Services removed for one-time grants expended in 2021-22.

| **Capital Outlay** | - | One-time expenses budgeted for capital expenditures in ESSER III, Routine Repair and Maintenance and Kitchen Infrastructure grant. |

| **Transfers Out** | - | Transfers Out updated as needed to Fund 13 Cafeteria. |
| | - | No transfer anticipated for 2022-23. |

OTHER FUNDS:

Fund 12 Child Development

- Carryover amounts from 2021-22 were estimated and budgeted if necessary.
- Prior year or known current year grant awards/apportionment allocations were used for on-going funding.
- Revenue and expenses removed for one-time grants expended in 2021-22.
- Salaries updated for step and column, statutory benefits budgeted to reflect salary changes and rate changes to STRS and PERS, Increase in Health and Welfare for annualization of increased cap amounts settled Spring of 2022.

Fund 13 Cafeteria

- Revenue and expenses removed for one-time grants expended in 2021-22.
- Salaries updated for step and column, statutory benefits budgeted to reflect salary changes and rate changes to STRS and PERS, Increase in Health and Welfare for annualization of increased cap amounts settled Spring of 2022.
- Income estimates adjusted for 2022-23 published rates.

Fund 20 Special Reserve for Postemployment Benefits

No changes made.

Fund 21 Building

Funds expended as of 2021-22.

Fund 25 Capital Facilities

Income and expenditure projections aligned to actuals know to date in 2021-22.

Fund 35 County School Facilities

Funds expended as of 2021-22. There may be residual interest only in 2022-23.

Fund 49 Mello Roos

Funds expended as of 2021-22. There may be residual interest only in 2022-23.

Galt Joint Union Elementary
Sacramento

Budget, July 1
Budget Certification
Budget Certifications

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Form CB
D8BXG9W1N3(2022-23)

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at: Public Hearing:

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

Date: June 10, 2022   Date: June 15, 2022

                                                       Time: 07:00 PM

Adoption Date: June 22, 2022

Signed:

Clerk/Secretary of
the Governing
Board

(Original signature
required)

Contact person for additional information on the budget reports:

Name: Nicole Lorenz   Telephone: 209-744-4545 x311

Title: Chief Business
Officer   E-mail: nlorenz@galt.k12.ca.us

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X

Galt Joint Union Elementary
Sacramento

Budget, July 1
Budget Certification
Budget Certifications

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			No	Yes
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X

Galt Joint Union Elementary
Sacramento

Budget, July 1
Budget Certification
Budget Certifications

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		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		If yes, are they lifetime benefits?	X	
		If yes, do benefits continue beyond age 65?	X	
		If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		Certificated? (Section S8A, Line 1)		X
		Classified? (Section S8B, Line 1)		X
		Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		Approval date for adoption of the LCAP or approval of an update to the LCAP:	**Jun 22, 2022**	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

Galt Joint Union Elementary
Sacramento

**Budget, July 1
Budget Certification
Budget Certifications**

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A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

California Department of Education
SACS Financial Reporting Software

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Printed: 5/24/2022 11:44:03 AM
System Version: SACS V1
Form Version: 2
Form Last Revised: 5/20/2022 5:29:00 PM -07:00
Submission Number: D8BXG9W1N3

Galt Joint Union Elementary
Sacramento

Budget, July 1
Workers' Compensation Certification

34673480000000
Form CC
D8BXG9W1N3(2022-23)

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

_____

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

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

_____

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

_____

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

Signed _____

Date of Meeting: Jun 22, 2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Nicole Lorenz

Title: Chief Business Officer

Telephone: 209-744-4545 x 311

E-mail:

Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Galt Joint Union Elementary
Sacramento

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	35,040,405.00	0.00	35,040,405.00	34,725,607.00	0.00	34,725,607.00	-0.9%
2) Federal Revenue		8100-8299	0.00	8,800,355.00	8,800,355.00	0.00	6,993,616.00	6,993,616.00	-20.5%
3) Other State Revenue		8300-8599	826,419.00	7,053,810.00	7,880,229.00	595,256.00	4,389,684.00	4,984,940.00	-36.7%
4) Other Local Revenue		8600-8799	952,334.00	2,137,614.00	3,089,948.00	402,940.00	1,679,471.00	2,082,411.00	-32.6%
5) TOTAL, REVENUES			36,819,158.00	17,991,779.00	54,810,937.00	35,723,803.00	13,062,771.00	48,786,574.00	-11.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	14,174,756.00	6,909,407.00	21,084,163.00	14,767,841.00	5,231,988.00	19,999,829.00	-5.1%
2) Classified Salaries		2000-2999	5,479,493.00	3,106,474.00	8,585,967.00	5,536,967.00	3,045,181.00	8,582,148.00	0.0%
3) Employee Benefits		3000-3999	6,442,848.00	4,954,985.00	11,397,833.00	7,220,920.00	4,922,072.00	12,142,992.00	6.5%
4) Books and Supplies		4000-4999	1,282,761.00	1,823,512.00	3,106,273.00	887,967.00	1,426,041.00	2,314,008.00	-25.5%
5) Services and Other Operating Expenditures		5000-5999	2,322,845.00	2,898,149.00	5,220,994.00	2,091,912.00	2,466,162.00	4,558,074.00	-12.7%
6) Capital Outlay		6000-6999	454,525.00	1,407,386.00	1,861,911.00	10,000.00	2,894,037.00	2,904,037.00	56.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	178,672.00	0.00	178,672.00	132,341.00	0.00	132,341.00	-25.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(662,733.00)	533,995.00	(128,738.00)	(307,110.00)	225,708.00	(81,402.00)	-36.8%
9) TOTAL, EXPENDITURES			29,673,167.00	21,633,908.00	51,307,075.00	30,340,838.00	20,211,189.00	50,552,027.00	-1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,145,991.00	(3,642,129.00)	3,503,862.00	5,382,965.00	(7,148,418.00)	(1,765,453.00)	-150.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	10,950.00	0.00	10,950.00	10,950.00	0.00	10,950.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,454,401.00)	5,454,401.00	0.00	(6,616,909.00)	6,616,909.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,433,451.00)	5,454,401.00	20,950.00	(6,595,959.00)	6,616,909.00	20,950.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,712,540.00	1,812,272.00	3,524,812.00	(1,212,994.00)	(531,509.00)	(1,744,503.00)	-149.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	7,314,860.07	1,015,830.58	8,330,690.65	9,027,400.07	2,828,102.58	11,855,502.65	42.3%

Galt Joint Union Elementary
Sacramento

Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0,00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,314,860.07	1,015,830.58	8,330,690.65	9,027,400.07	2,828,102.58	11,855,502.65	42.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,314,860.07	1,015,830.58	8,330,690.65	9,027,400.07	2,828,102.58	11,855,502.65	42.3%
2) Ending Balance, June 30 (E + F1e)			9,027,400.07	2,828,102.58	11,855,502.65	7,814,406.07	2,296,593.58	10,110,999.65	-14.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0,00	0.0%
Prepaid Items		9713	0,00	0,00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0,00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,828,102.58	2,828,102.58	0.00	2,296,593.58	2,296,593.58	-18.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0,00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0,00	2,757,000.00	0.00	2,757,000.00	New
Textbook Adoptions	0000	9760			0.00	1,000,000.00		1,000,000.00	
Technology Upgrades/Replacement	0000	9760			0.00	1,000,000.00		1,000,000.00	
Facilities	0000	9760			0,00	757,000.00		757,000.00	
d) Assigned									
Other Assignments		9780	7,468,187.82	0.00	7,468,187.82	3,520,845.26	0.00	3,520,845.26	-52.9%
Reserve for Facilities	0000	9780	1,000,000.00		1,000,000.00			0.00	
Remaining Reserve for Board Approval	0000	9780	6,057,076.08		6,057,076.08			0.00	
Reserve for Lottery	1100	9780	336,911.74		336,911.74			0.00	
Site Lottery Reserve	1100	9780	74,200.00		74,200.00			0.00	
Remaining Reserve for Board Approval	0000	9780			0.00	3,079,289.52		3,079,289.52	
Reserve for Lottery	1100	9780			0.00	367,355.74		367,355.74	
Site Lottery Reserve	1100	9780			0.00	74,200.00		74,200.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,539,212.25	0.00	1,539,212.25	1,516,560.81	0.00	1,516,560.81	-1.5%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	14,447,039.79	(3,858,592.75)	10,588,447.04				

Galt Joint Union Elementary
Sacramento

Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
			2021-22 Estimated Actuals			2022-23 Budget			
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	155,283.80	0.00	155,283.80				
c) in Revolving Cash Account		9130	20,000.00	0.00	20,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	173,770.28	100,253.73	274,024.01				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			14,796,093.87	(3,758,339.02)	11,037,754.85				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	1,374,167.47	(234.07)	1,373,933.40				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			1,374,167.47	(234.07)	1,373,933.40				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G9 + H2) - (I6 + J2)			13,421,926.40	(3,758,104.95)	9,663,821.45				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	19,244,753.00	0.00	19,244,753.00	19,476,878.00	0.00	19,476,878.00	1.2%
Education Protection Account State Aid - Current Year		8012	8,427,237.00	0.00	8,427,237.00	8,394,230.00	0.00	8,394,230.00	-0.4%

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Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
State Aid - Prior Years		8019	513,916.00	0.00	513,916.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	31,539.00	0.00	31,539.00	31,539.00	0.00	31,539.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	3,856,862.00	0.00	3,856,862.00	3,856,862.00	0.00	3,856,862.00	0.0%
Unsecured Roll Taxes		8042	114,311.00	0.00	114,311.00	114,311.00	0.00	114,311.00	0.0%
Prior Years' Taxes		8043	26,329.00	0.00	26,329.00	26,329.00	0.00	26,329.00	0.0%
Supplemental Taxes		8044	331,263.00	0.00	331,263.00	331,263.00	0.00	331,263.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	2,305,596.00	0.00	2,305,596.00	2,305,596.00	0.00	2,305,596.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	193,528.00	0.00	193,528.00	193,528.00	0.00	193,528.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			35,045,334.00	0.00	35,045,334.00	34,730,536.00	0.00	34,730,536.00	-0.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(4,929.00)	0.00	(4,929.00)	(4,929.00)	0.00	(4,929.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			35,040,405.00	0.00	35,040,405.00	34,725,607.00	0.00	34,725,607.00	-0.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Galt Joint Union Elementary
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34673480000000
Form 01
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Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Special Education Entitlement		8181	0.00	847,791.00	847,791.00	0.00	844,195.00	844,195.00	-0.4%
Special Education Discretionary Grants		8182	0.00	80,828.00	80,828.00	0.00	242,084.00	242,084.00	199.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		1,126,835.00	1,126,835.00		880,488.00	880,488.00	-21.9%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		189,358.00	189,358.00		107,876.00	107,876.00	-43.0%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		124,428.00	124,428.00		90,207.00	90,207.00	-27.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		177,304.00	177,304.00		75,799.00	75,799.00	-57.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	6,253,811.00	6,253,811.00	0.00	4,752,967.00	4,752,967.00	-24.0%
TOTAL, FEDERAL REVENUE			0.00	8,800,355.00	8,800,355.00	0.00	6,993,616.00	6,993,616.00	-20.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Galt Joint Union Elementary
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Expenditures by Object

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Child Nutrition Programs		8520	0.00	131,580.00	131,580.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	111,560.00	0.00	111,560.00	100,398.00	0.00	100,398.00	-10.0%
Lottery - Unrestricted and Instructional Materials		8560	494,859.00	197,336.00	692,195.00	494,858.00	197,336.00	692,194.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		481,859.00	481,859.00		453,624.00	453,624.00	-5.9%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		1,926.00	1,926.00		1,092.00	1,092.00	-43.3%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive									
Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Implementation All Other State Revenue	7405 All Other	8590 8590	220,000.00	6,241,109.00	6,461,109.00	0.00	3,737,632.00	3,737,632.00	-42.2%
TOTAL, OTHER STATE REVENUE			826,419.00	7,053,810.00	7,880,229.00	595,256.00	4,389,684.00	4,984,940.00	-36.7%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									

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Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	0.00	75,984.00	74,784.00	0.00	74,784.00	-1.6%
Interest		8660	30,000.00	0.00	30,000.00	35,000.00	0.00	35,000.00	16.7%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	144,514.00	53,055.00	197,569.00	125,094.00	53,055.00	178,149.00	-9.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	144,931.00	144,931.00	0.00	127,999.00	127,999.00	-11.7%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From									
Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	701,836.00	935,048.00	1,636,884.00	168,062.00	493,837.00	661,899.00	-59.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,004,580.00	1,004,580.00		1,004,580.00	1,004,580.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%

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			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			952,334.00	2,137,614.00	3,089,948.00	402,940.00	1,679,471.00	2,082,411.00	-32.6%
TOTAL, REVENUES			36,819,158.00	17,991,779.00	54,810,937.00	35,723,803.00	13,062,771.00	48,786,574.00	-11.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,679,506.00	5,741,959.00	17,421,465.00	12,562,315.00	4,044,553.00	16,606,868.00	-4.7%
Certificated Pupil Support Salaries		1200	512,699.00	167,268.00	679,967.00	508,275.00	157,421.00	665,696.00	-2.1%
Certificated Supervisors' and Administrators' Salaries		1300	1,739,560.00	431,442.00	2,171,002.00	1,669,251.00	458,026.00	2,127,277.00	-2.0%
Other Certificated Salaries		1900	242,991.00	568,738.00	811,729.00	28,000.00	571,988.00	599,988.00	-26.1%
TOTAL, CERTIFICATED SALARIES			14,174,756.00	6,909,407.00	21,084,163.00	14,767,841.00	5,231,988.00	19,999,829.00	-5.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	522,079.00	1,631,247.00	2,153,326.00	555,713.00	1,616,272.00	2,171,985.00	0.9%
Classified Support Salaries		2200	1,917,037.00	668,487.00	2,585,524.00	1,920,600.00	509,789.00	2,430,389.00	-6.0%
Classified Supervisors' and Administrators' Salaries		2300	509,528.00	94,000.00	603,528.00	479,817.00	103,362.00	583,179.00	-3.4%
Clerical, Technical and Office Salaries		2400	2,013,512.00	287,208.00	2,300,720.00	1,965,971.00	174,849.00	2,140,820.00	-6.9%
Other Classified Salaries		2900	517,337.00	425,532.00	942,869.00	614,866.00	640,909.00	1,255,775.00	33.2%
TOTAL, CLASSIFIED SALARIES			5,479,493.00	3,106,474.00	8,585,967.00	5,536,967.00	3,045,181.00	8,582,148.00	0.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,345,903.00	3,199,883.00	5,545,786.00	2,802,795.00	3,169,889.00	5,972,684.00	7.7%
PERS		3201-3202	976,092.00	546,409.00	1,522,501.00	1,084,410.00	647,805.00	1,732,215.00	13.8%
OASDI/Medicare/Alternative		3301-3302	656,087.00	344,784.00	1,000,871.00	660,164.00	323,928.00	984,092.00	-1.7%
Health and Welfare Benefits		3401-3402	1,301,976.00	616,252.00	1,918,228.00	1,519,335.00	569,326.00	2,088,661.00	8.9%
Unemployment Insurance		3501-3502	100,511.00	49,107.00	149,618.00	102,684.00	41,538.00	144,222.00	-3.6%
Workers' Compensation		3601-3602	304,612.00	148,683.00	453,295.00	316,168.00	124,140.00	440,308.00	-2.9%
OPEB, Allocated		3701-3702	233,276.00	2,670.00	235,946.00	218,662.00	1,583.00	220,245.00	-6.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	524,391.00	47,197.00	571,588.00	516,702.00	43,863.00	560,565.00	-1.9%
TOTAL, EMPLOYEE BENEFITS			6,442,848.00	4,954,985.00	11,397,833.00	7,220,920.00	4,922,072.00	12,142,992.00	6.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	30,000.00	0.00	30,000.00	20,000.00	0.00	20,000.00	-33.3%

Galt Joint Union Elementary
Sacramento

Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	1,106,792.00	1,649,494.00	2,756,286.00	833,967.00	1,416,041.00	2,250,008.00	-18.4%
Noncapitalized Equipment		4400	145,969.00	174,018.00	319,987.00	34,000.00	10,000.00	44,000.00	-86.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,282,761.00	1,823,512.00	3,106,273.00	887,967.00	1,426,041.00	2,314,008.00	-25.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	106,733.00	1,272,744.00	1,379,477.00	93,139.00	735,561.00	828,700.00	-39.9%
Travel and Conferences		5200	46,317.00	138,140.00	184,457.00	28,850.00	58,859.00	87,709.00	-52.5%
Dues and Memberships		5300	31,259.00	6,864.00	38,123.00	25,194.00	629.00	25,823.00	-32.3%
Insurance		5400 - 5450	184,181.00	0.00	184,181.00	164,616.00	0.00	164,616.00	-10.6%
Operations and Housekeeping Services		5500	801,801.00	10,070.00	811,871.00	799,815.00	7,000.00	806,815.00	-0.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	167,591.00	76,531.00	244,122.00	167,750.00	63,000.00	230,750.00	-5.5%
Transfers of Direct Costs		5710	(14,546.00)	14,546.00	0.00	(12,000.00)	12,000.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	903,810.00	1,325,177.00	2,228,987.00	729,998.00	1,585,613.00	2,315,611.00	3.9%
Communications		5900	95,699.00	54,077.00	149,776.00	94,550.00	3,500.00	98,050.00	-34.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,322,845.00	2,898,149.00	5,220,994.00	2,091,912.00	2,466,162.00	4,558,074.00	-12.7%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	929,561.00	929,561.00	0.00	2,737,929.00	2,737,929.00	194.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	309,032.00	167,541.00	476,573.00	0.00	106,108.00	106,108.00	-77.7%
Equipment Replacement		6500	145,493.00	310,284.00	455,777.00	10,000.00	50,000.00	60,000.00	-86.8%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			454,525.00	1,407,386.00	1,861,911.00	10,000.00	2,894,037.00	2,904,037.00	56.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									

Galt Joint Union Elementary
Sacramento

Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	178,672.00	0.00	178,672.00	132,341.00	0.00	132,341.00	-25.9%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			178,672.00	0.00	178,672.00	132,341.00	0.00	132,341.00	-25.9%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(533,995.00)	533,995.00	0.00	(225,708.00)	225,708.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(128,738.00)	0.00	(128,738.00)	(81,402.00)	0.00	(81,402.00)	-36.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(662,733.00)	533,995.00	(128,738.00)	(307,110.00)	225,708.00	(81,402.00)	-36.8%
TOTAL, EXPENDITURES			29,673,167.00	21,633,908.00	51,307,075.00	30,340,838.00	20,211,189.00	50,552,027.00	-1.5%
INTERFUND TRANSFERS									

Galt Joint Union Elementary
Sacramento

Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and									
Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	10,950.00	0.00	10,950.00	10,950.00	0.00	10,950.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			10,950.00	0.00	10,950.00	10,950.00	0.00	10,950.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/									
County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of									
Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of									
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates									
of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
(c) TOTAL, SOURCES			10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
USES									
Transfers of Funds from									
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund / County School Service Fund
Expenditures by Object

Galt Joint Union Elementary
Sacramento

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(5,454,401.00)	5,454,401.00	0.00	(6,616,909.00)	6,616,909.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(5,454,401.00)	5,454,401.00	0.00	(6,616,909.00)	6,616,909.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(5,433,451.00)	5,454,401.00	20,950.00	(6,595,959.00)	6,616,909.00	20,950.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
General Fund / County School Service Fund
Expenditures by Function

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	35,040,405.00	0.00	35,040,405.00	34,725,607.00	0.00	34,725,607.00	-0.9%
2) Federal Revenue		8100-8299	0.00	8,800,355.00	8,800,355.00	0.00	6,993,616.00	6,993,616.00	-20.5%
3) Other State Revenue		8300-8599	826,419.00	7,053,810.00	7,880,229.00	595,256.00	4,389,684.00	4,984,940.00	-36.7%
4) Other Local Revenue		8600-8799	952,334.00	2,137,614.00	3,089,948.00	402,940.00	1,679,471.00	2,082,411.00	-32.6%
5) TOTAL, REVENUES			36,819,158.00	17,991,779.00	54,810,937.00	35,723,803.00	13,062,771.00	48,786,574.00	-11.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		16,997,992.00	14,300,647.00	31,298,639.00	18,424,286.00	12,968,072.00	31,392,358.00	0.3%
2) Instruction - Related Services	2000-2999		3,975,056.00	2,127,559.00	6,102,615.00	3,606,010.00	2,025,541.00	5,631,551.00	-7.7%
3) Pupil Services	3000-3999		2,840,407.00	1,091,600.00	3,932,007.00	2,552,853.00	768,685.00	3,321,538.00	-15.5%
4) Ancillary Services	4000-4999		8,723.00	27,764.00	36,487.00	0.00	17,686.00	17,686.00	-51.5%
5) Community Services	5000-5999		5,050.00	41,699.00	46,749.00	26,999.00	0.00	26,999.00	-42.2%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,921,933.00	729,367.00	3,651,300.00	2,924,670.00	339,103.00	3,263,773.00	-10.6%
8) Plant Services	8000-8999		2,713,432.00	3,315,272.00	6,028,704.00	2,673,679.00	4,092,102.00	6,765,781.00	12.2%
9) Other Outgo	9000-9999	Except 7600-7699	210,574.00	0.00	210,574.00	132,341.00	0.00	132,341.00	-37.2%
10) TOTAL, EXPENDITURES			29,673,167.00	21,633,908.00	51,307,075.00	30,340,838.00	20,211,189.00	50,552,027.00	-1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,145,991.00	(3,642,129.00)	3,503,862.00	5,382,965.00	(7,148,418.00)	(1,765,453.00)	-150.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	10,950.00	0.00	10,950.00	10,950.00	0.00	10,950.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,454,401.00)	5,454,401.00	0.00	(6,616,909.00)	6,616,909.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,433,451.00)	5,454,401.00	20,950.00	(6,595,959.00)	6,616,909.00	20,950.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,712,540.00	1,812,272.00	3,524,812.00	(1,212,994.00)	(531,509.00)	(1,744,503.00)	-149.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	7,314,860.07	1,015,830.58	8,330,690.65	9,027,400.07	2,828,102.58	11,855,502.65	42.3%

Galt Joint Union Elementary
Sacramento

Budget, July 1
General Fund / County School Service Fund
Expenditures by Function

34673480000000
Form 01
D8BXG9W1N3(2022-23)

			2021-22 Estimated Actuals			2022-23 Budget			
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,314,860.07	1,015,830.58	8,330,690.65	9,027,400.07	2,828,102.58	11,855,502.65	42.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,314,860.07	1,015,830.58	8,330,690.65	9,027,400.07	2,828,102.58	11,855,502.65	42.3%
2) Ending Balance, June 30 (E + F1e)			9,027,400.07	2,828,102.58	11,855,502.65	7,814,406.07	2,296,593.58	10,110,999.65	-14.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,828,102.58	2,828,102.58	0.00	2,296,593.58	2,296,593.58	-18.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	2,757,000.00	0.00	2,757,000.00	New
Textbook Adoptions	0000	9760			0.00	1,000,000.00		1,000,000.00	
Technology Upgrades/Replacement	0000	9760			0.00	1,000,000.00		1,000,000.00	
Facilities	0000	9760			0.00	757,000.00		757,000.00	
d) Assigned									
Other Assignments (by Resource/Object)		9780	7,468,187.82	0.00	7,468,187.82	3,520,845.26	0.00	3,520,845.26	-52.9%
Reserve for Facilities	0000	9780	1,000,000.00		1,000,000.00			0.00	
Remaining Reserve for Board Approval	0000	9780	6,057,076.08		6,057,076.08			0.00	
Reserve for Lottery	1100	9780	336,911.74		336,911.74			0.00	
Site Lottery Reserve	1100	9780	74,200.00		74,200.00			0.00	
Remaining Reserve for Board Approval	0000	9780			0.00	3,079,289.52		3,079,289.52	
Reserve for Lottery	1100	9780			0.00	367,355.74		367,355.74	
Site Lottery Reserve	1100	9780			0.00	74,200.00		74,200.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,539,212.25	0.00	1,539,212.25	1,516,560.81	0.00	1,516,560.81	-1.5%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
General Fund / County School Service Fund
Restricted Detail

34673480000000
Form 01
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	1,088,085.00	1,272,892.00
5810	Other Restricted Federal	.39	.39
6010	After School Education and Safety (ASES)	2.48	2.48
6266	Educator Effectiveness, FY 2021-22	938,281.00	482,651.00
6300	Lottery: Instructional Materials	139,081.45	139,081.45
6546	Mental Health-Related Services	19,386.00	19,386.00
6547	Special Education Early Intervention Preschool Grant	289,717.00	179,587.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	106,108.00	0.00
7029	Child Nutrition: Food Service Staff Training Funds	25,472.00	0.00
7311	Classified School Employee Professional Development Block Grant	21,907.75	1,207.75
7425	Expanded Learning Opportunities (ELO) Grant	.99	.99
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	.47	.47
7810	Other Restricted State	4,612.54	4,612.54
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	86,842.38	86,842.38
9010	Other Restricted Local	108,605.13	110,329.13
Total, Restricted Balance		2,828,102.58	2,296,593.58

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
Child Development Fund
Expenditures by Object

34673480000000
Form 12
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	49,800.00	0.00	-100.0%
3) Other State Revenue		8300-8599	671,165.00	643,692.00	-4.1%
4) Other Local Revenue		8600-8799	7,500.00	1,000.00	-86.7%
5) TOTAL, REVENUES			728,465.00	644,692.00	-11.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	254,976.00	264,596.00	3.8%
2) Classified Salaries		2000-2999	179,410.00	153,361.00	-14.5%
3) Employee Benefits		3000-3999	154,379.00	154,700.00	0.2%
4) Books and Supplies		4000-4999	18,583.00	39,278.00	111.4%
5) Services and Other Operating Expenditures		5000-5999	40,295.00	35,710.00	-11.4%
6) Capital Outlay		6000-6999	19,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	32,348.00	18,911.00	-41.5%
9) TOTAL, EXPENDITURES			698,991.00	666,556.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			29,474.00	(21,864.00)	-174.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			29,474.00	(21,864.00)	-174.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	106,992.78	136,466.78	27.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			106,992.78	136,466.78	27.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			106,992.78	136,466.78	27.5%
2) Ending Balance, June 30 (E + F1e)			136,466.78	114,602.78	-16.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	136,466.78	114,602.78	-16.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	134,222.55		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Galt Joint Union Elementary
Sacramento

Budget, July 1
Child Development Fund
Expenditures by Object

34673480000000
Form 12
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			134,222.55		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	215.32		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			215.32		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			134,007.23		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	49,800.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			49,800.00	0.00	-100.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from					
State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	612,138.00	583,567.00	-4.7%
All Other State Revenue	All Other	8590	59,027.00	60,125.00	1.9%
TOTAL, OTHER STATE REVENUE			671,165.00	643,692.00	-4.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	6,500.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,500.00	1,000.00	-86.7%
TOTAL, REVENUES			728,465.00	644,692.00	-11.5%
CERTIFICATED SALARIES					

Galt Joint Union Elementary
Sacramento

Budget, July 1
Child Development Fund
Expenditures by Object

34673480000000
Form 12
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Teachers' Salaries		1100	243,296.00	206,198.00	-15.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	11,680.00	58,398.00	400.0%
TOTAL, CERTIFICATED SALARIES			254,976.00	264,596.00	3.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	112,196.00	104,366.00	-7.0%
Classified Support Salaries		2200	11,901.00	11,750.00	-1.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	55,313.00	37,245.00	-32.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			179,410.00	153,361.00	-14.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	70,390.00	77,494.00	10.1%
PERS		3201-3202	17,138.00	11,058.00	-35.5%
OASDI/Medicare/Alternative		3301-3302	17,744.00	15,562.00	-12.3%
Health and Welfare Benefits		3401-3402	36,584.00	38,265.00	4.6%
Unemployment Insurance		3501-3502	2,108.00	2,092.00	-0.8%
Workers' Compensation		3601-3602	8,291.00	8,390.00	1.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,124.00	1,839.00	-13.4%
TOTAL, EMPLOYEE BENEFITS			154,379.00	154,700.00	0.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	18,583.00	39,278.00	111.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			18,583.00	39,278.00	111.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,362.00	0.00	-100.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	33,700.00	34,000.00	0.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,950.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,783.00	1,210.00	-32.1%
Communications		5900	500.00	500.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			40,295.00	35,710.00	-11.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	19,000.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			19,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Child Development Fund
Expenditures by Object

34673480000000
Form 12
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	32,348.00	18,911.00	-41.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			32,348.00	18,911.00	-41.5%
TOTAL, EXPENDITURES			698,991.00	666,556.00	-4.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates					
of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	49,800.00	0.00	-100.0%
3) Other State Revenue		8300-8599	671,165.00	643,692.00	-4.1%
4) Other Local Revenue		8600-8799	7,500.00	1,000.00	-86.7%
5) TOTAL, REVENUES			728,465.00	644,692.00	-11.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		501,760.00	449,628.00	-10.4%
2) Instruction - Related Services	2000-2999		97,467.00	127,158.00	30.5%
3) Pupil Services	3000-3999		15,541.00	18,561.00	19.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		32,348.00	18,911.00	-41.5%
8) Plant Services	8000-8999		51,875.00	52,298.00	0.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			698,991.00	666,556.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			29,474.00	(21,864.00)	-174.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			29,474.00	(21,864.00)	-174.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	106,992.78	136,466.78	27.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			106,992.78	136,466.78	27.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			106,992.78	136,466.78	27.5%
2) Ending Balance, June 30 (E + F1e)			136,466.78	114,602.78	-16.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	136,466.78	114,602.78	-16.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Child Development Fund
Restricted Detail

34673480000000
Form 12
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5058	Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	.91	.91
5059	Child Development: ARP California State Preschool Program One-time Stipend	22,864.00	0.00
6130	Child Development: Center-Based Reserve Account	113,601.87	114,601.87
Total, Restricted Balance		136,466.78	114,602.78

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Object

34673480000000
Form 13
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,500,612.00	1,999,895.00	-20.0%
3) Other State Revenue		8300-8599	134,917.00	111,497.00	-17.4%
4) Other Local Revenue		8600-8799	173.00	500.00	189.0%
5) TOTAL, REVENUES			2,635,702.00	2,111,892.00	-19.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	669,421.00	698,593.00	4.4%
3) Employee Benefits		3000-3999	283,399.00	288,402.00	1.8%
4) Books and Supplies		4000-4999	791,351.00	777,509.00	-1.7%
5) Services and Other Operating Expenditures		5000-5999	48,209.00	32,500.00	-32.6%
6) Capital Outlay		6000-6999	25,498.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	96,390.00	62,491.00	-35.2%
9) TOTAL, EXPENDITURES			1,914,268.00	1,859,495.00	-2.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			721,434.00	252,397.00	-65.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			721,434.00	252,397.00	-65.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	186,082.43	907,516.43	387.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			186,082.43	907,516.43	387.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			186,082.43	907,516.43	387.7%
2) Ending Balance, June 30 (E + F1e)			907,516.43	1,159,913.43	27.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	907,516.43	1,159,913.43	27.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	51,899.87		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	10,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Object

34673480000000
Form 13
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			61,899.87		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			61,899.87		
FEDERAL REVENUE					
Child Nutrition Programs		8220	2,497,549.00	1,999,895.00	-19.9%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	3,063.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			2,500,612.00	1,999,895.00	-20.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	134,917.00	111,497.00	-17.4%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			134,917.00	111,497.00	-17.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	(60.00)	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(67.00)	500.00	-846.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	300.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			173.00	500.00	189.0%
TOTAL, REVENUES			2,635,702.00	2,111,892.00	-19.9%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	546,758.00	574,452.00	5.1%
Classified Supervisors' and Administrators' Salaries		2300	85,393.00	85,393.00	0.0%
Clerical, Technical and Office Salaries		2400	37,270.00	38,748.00	4.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Object

34673480000000
Form 13
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			669,421.00	698,593.00	4.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	127,713.00	137,179.00	7.4%
OASDI/Medicare/Alternative		3301-3302	51,265.00	53,479.00	4.3%
Health and Welfare Benefits		3401-3402	78,214.00	71,081.00	-9.1%
Unemployment Insurance		3501-3502	3,347.00	3,494.00	4.4%
Workers' Compensation		3601-3602	10,272.00	10,734.00	4.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	12,588.00	12,435.00	-1.2%
TOTAL, EMPLOYEE BENEFITS			283,399.00	288,402.00	1.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	80,405.00	64,300.00	-20.0%
Noncapitalized Equipment		4400	5,199.00	0.00	-100.0%
Food		4700	705,747.00	713,209.00	1.1%
TOTAL, BOOKS AND SUPPLIES			791,351.00	777,509.00	-1.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,000.00	2,000.00	0.0%
Dues and Memberships		5300	0.00	5,500.00	New
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	5,500.00	0.00	-100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,029.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	35,680.00	25,000.00	-29.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			48,209.00	32,500.00	-32.6%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	13,264.00	0.00	-100.0%
Equipment Replacement		6500	12,234.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			25,498.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	96,390.00	62,491.00	-35.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			96,390.00	62,491.00	-35.2%
TOTAL, EXPENDITURES			1,914,268.00	1,859,495.00	-2.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Object

34673480000000
Form 13
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
SOURCES					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cafeteria Special Revenue Fund
Expenditures by Function

34673480000000
Form 13
D8BXG9W1N3(2022-23)

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,500,612.00	1,999,895.00	-20.0%
3) Other State Revenue		8300-8599	134,917.00	111,497.00	-17.4%
4) Other Local Revenue		8600-8799	173.00	500.00	189.0%
5) TOTAL, REVENUES			2,635,702.00	2,111,892.00	-19.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,812,378.00	1,797,004.00	-0.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		96,390.00	62,491.00	-35.2%
8) Plant Services	8000-8999		5,500.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,914,268.00	1,859,495.00	-2.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			721,434.00	252,397.00	-65.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			721,434.00	252,397.00	-65.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	186,082.43	907,516.43	387.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			186,082.43	907,516.43	387.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			186,082.43	907,516.43	387.7%
2) Ending Balance, June 30 (E + F1e)			907,516.43	1,159,913.43	27.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	907,516.43	1,159,913.43	27.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cafeteria Special Revenue Fund
Restricted Detail

34673480000000
Form 13
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	530.00	252,927.00
5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	22,663.00	22,663.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	30,097.51	30,097.51
5330	Child Nutrition: Summer Food Service Program Operations	810,454.92	810,454.92
5460	Child Nutrition: CACFP COVID-19 Emergency Operational Costs Reimbursement (ECR)	43,771.00	43,771.00
Total, Restricted Balance		907,516.43	1,159,913.43

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

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

34673480000000
Form 20
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,200.00	1,200.00	0.0%
5) TOTAL, REVENUES			1,200.00	1,200.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,200.00	1,200.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,200.00	1,200.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	273,664.23	274,864.23	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			273,664.23	274,864.23	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			273,664.23	274,864.23	0.4%
2) Ending Balance, June 30 (E + F1e)			274,864.23	276,064.23	0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	274,864.23	276,064.23	0.4%
Reserve for Postemployment Benefits	0000	9780	274,864.23		
Reserve for Postemployment Benefits	0000	9780		276,064.23	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	274,435.23		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Galt Joint Union Elementary
Sacramento

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

34673480000000
Form 20
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			274,435.23		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			274,435.23		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	1,200.00	1,200.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,200.00	1,200.00	0.0%
TOTAL, REVENUES			1,200.00	1,200.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/					
County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of					
Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from					
Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

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

34673480000000
Form 20
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Special Reserve Fund for Postemployment Benefits
Restricted Detail

34673480000000
Form 20
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
Building Fund
Expenditures by Object

34673480000000
Form 21
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1.00	0.00	-100.0%
5) TOTAL, REVENUES			1.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	529.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			529.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(528.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(528.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	528.26	.26	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			528.26	.26	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			528.26	.26	-100.0%
2) Ending Balance, June 30 (E + F1e)			.26	.26	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	.26	.26	0.0%
Reserve for Building Projects	0000	9780	.26		
Reserve for Building Projects	0000	9780		.26	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Galt Joint Union Elementary
Sacramento

Budget, July 1
Building Fund
Expenditures by Object

34673460000000
Form 21
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Building Fund
Expenditures by Object

34673480000000
Form 21
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1.00	0.00	-100.0%
TOTAL, REVENUES			1.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	529.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			529.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			529.00	0.00	-100.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Building Fund
Expenditures by Object

34673480000000
Form 21
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Building Fund
Expenditures by Function

34673480000000
Form 21
D8BXG9W1N3(2022-23)

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1.00	0.00	-100.0%
5) TOTAL, REVENUES			1.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	529.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			529.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(528.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(528.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	528.26	.26	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			528.26	.26	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			528.26	.26	-100.0%
2) Ending Balance, June 30 (E + F1e)			.26	.26	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	.26	.26	0.0%
Reserve for Building Projects	0000	9780	.26		
Reserve for Building Projects	0000	9780		.26	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Building Fund
Restricted Detail

34673480000000
Form 21
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
Capital Facilities Fund
Expenditures by Object

34673480000000
Form 25
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,672.00	1,741.00	4.1%
4) Other Local Revenue		8600-8799	400,000.00	400,000.00	0.0%
5) TOTAL, REVENUES			401,672.00	401,741.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	28,970.00	45,305.00	56.4%
3) Employee Benefits		3000-3999	12,972.00	20,462.00	57.7%
4) Books and Supplies		4000-4999	1,000.00	1,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	87,815.00	38,115.00	-56.6%
6) Capital Outlay		6000-6999	125,920.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			256,677.00	104,882.00	-59.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			144,995.00	296,859.00	104.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	10,950.00	10,950.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,950.00)	(10,950.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			134,045.00	285,909.00	113.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	999,869.60	1,133,914.60	13.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			999,869.60	1,133,914.60	13.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			999,869.60	1,133,914.60	13.4%
2) Ending Balance, June 30 (E + F1e)			1,133,914.60	1,419,823.60	25.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,133,914.60	1,419,823.60	25.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,166,325.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Galt Joint Union Elementary
Sacramento

Budget, July 1
Capital Facilities Fund
Expenditures by Object

34673480000000
Form 25
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,166,325.59		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,166,325.59		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	1,672.00	1,741.00	4.1%
TOTAL, OTHER STATE REVENUE			1,672.00	1,741.00	4.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	30,000.00	30,000.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5,000.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	365,000.00	365,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			400,000.00	400,000.00	0.0%
TOTAL, REVENUES			401,672.00	401,741.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Capital Facilities Fund
Expenditures by Object

34673480000000
Form 25
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	28,970.00	45,305.00	56.4%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			28,970.00	45,305.00	56.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,675.00	1,741.00	3.9%
PERS		3201-3202	6,637.00	11,494.00	73.2%
OASDI/Medicare/Alternative		3301-3302	2,216.00	3,313.00	49.5%
Health and Welfare Benefits		3401-3402	1,506.00	2,529.00	67.9%
Unemployment Insurance		3501-3502	145.00	227.00	56.6%
Workers' Compensation		3601-3602	445.00	696.00	56.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	348.00	462.00	32.8%
TOTAL, EMPLOYEE BENEFITS			12,972.00	20,462.00	57.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,000.00	1,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,000.00	1,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	87,815.00	38,115.00	-56.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			87,815.00	38,115.00	-56.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	125,920.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			125,920.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			256,677.00	104,882.00	-59.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Galt Joint Union Elementary
Sacramento

Budget, July 1
Capital Facilities Fund
Expenditures by Object

34673480000000
Form 25
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	10,950.00	10,950.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			10,950.00	10,950.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(10,950.00)	(10,950.00)	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Capital Facilities Fund
Expenditures by Function

34673480000000
Form 25
D8BXG9W1N3(2022-23)

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,672.00	1,741.00	4.1%
4) Other Local Revenue		8600-8799	400,000.00	400,000.00	0.0%
5) TOTAL, REVENUES			401,672.00	401,741.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		100,557.00	78,882.00	-21.6%
8) Plant Services	8000-8999		156,120.00	26,000.00	-83.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			256,677.00	104,882.00	-59.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			144,995.00	296,859.00	104.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	10,950.00	10,950.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,950.00)	(10,950.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			134,045.00	285,909.00	113.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	999,869.60	1,133,914.60	13.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			999,869.60	1,133,914.60	13.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			999,869.60	1,133,914.60	13.4%
2) Ending Balance, June 30 (E + F1e)			1,133,914.60	1,419,823.60	25.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,133,914.60	1,419,823.60	25.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Capital Facilities Fund
Restricted Detail

34673480000000
Form 25
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	1,133,914.60	1,419,823.60
Total, Restricted Balance		1,133,914.60	1,419,823.60

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
County School Facilities Fund
Expenditures by Object

34673480000000
Form 35
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,532.00	0.00	-100.0%
5) TOTAL, REVENUES			2,532.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	950.00	0.00	-100.0%
6) Capital Outlay		6000-6999	1,248,639.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,249,589.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,247,057.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,247,057.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,248,197.87	1,140.87	-99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,248,197.87	1,140.87	-99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,248,197.87	1,140.87	-99.9%
2) Ending Balance, June 30 (E + F1e)			1,140.87	1,140.87	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,140.87	1,140.87	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	382.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Galt Joint Union Elementary
Sacramento

Budget, July 1
County School Facilities Fund
Expenditures by Object

34673480000000
Form 35
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			382.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			382.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,532.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,532.00	0.00	-100.0%
TOTAL, REVENUES			2,532.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
County School Facilities Fund
Expenditures by Object

34673480000000
Form 35
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	950.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			950.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,248,639.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,248,639.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,249,589.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					

Galt Joint Union Elementary
Sacramento

Budget, July 1
County School Facilities Fund
Expenditures by Object

34673480000000
Form 35
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
County School Facilities Fund
Expenditures by Function

34673480000000
Form 35
D8BXG9W1N3(2022-23)

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,532.00	0.00	-100.0%
5) TOTAL, REVENUES			2,532.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,249,418.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	171.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			1,249,589.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(1,247,057.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(1,247,057.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,248,197.87	1,140.87	-99.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,248,197.87	1,140.87	-99.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,248,197.87	1,140.87	-99.9%
2) Ending Balance, June 30 (E + F1e)			1,140.87	1,140.87	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,140.87	1,140.87	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
County School Facilities Fund
Restricted Detail

34673480000000
Form 35
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
7710	State School Facilities Projects	1,140.87	1,140.87
Total, Restricted Balance		1,140.87	1,140.87

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

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

34673480000000
Form 49
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100.00	0.00	-100.0%
5) TOTAL, REVENUES			100.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	8,629.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,629.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(8,529.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(8,529.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,605.10	76.10	-99.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,605.10	76.10	-99.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,605.10	76.10	-99.1%
2) Ending Balance, June 30 (E + F1e)			76.10	76.10	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	76.10	76.10	0.0%
Reserve for Mello Roos	0000	9780	76.10		
Reserve for Mello Roos	0000	9780		76.10	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Galt Joint Union Elementary
Sacramento

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

34673480000000
Form 49
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	100.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					

Galt Joint Union Elementary
Sacramento

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

34673480000000
Form 49
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			100.00	0.00	-100.0%
TOTAL, REVENUES			100.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	8,629.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			8,629.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

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

34673480000000
Form 49
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			8,629.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

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

34673480000000
Form 49
D8BXG9W1N3(2022-23)

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100.00	0.00	-100.0%
5) TOTAL, REVENUES			100.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		8,629.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,629.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(8,529.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(8,529.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,605.10	76.10	-99.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,605.10	76.10	-99.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,605.10	76.10	-99.1%
2) Ending Balance, June 30 (E + F1e)			76.10	76.10	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	76.10	76.10	0.0%
Reserve for Mello Roos	0000	9780	76.10		
Reserve for Mello Roos	0000	9780		76.10	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Capital Project Fund for Blended Component Units
Restricted Detail

34673480000000
Form 49
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
Bond Interest and Redemption Fund
Expenditures by Object

34673480000000
Form 51
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,405,814.00	1,405,814.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,405,814.00	1,405,814.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,405,814.00	1,405,814.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,405,814.00	1,405,814.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,405,814.00	1,405,814.00	0.0%
Bond Interest and Redemption	0000	9780	1,405,814.00		
Bond Interest and Redemption	0000	9780		1,405,814.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Galt Joint Union Elementary
Sacramento

Budget, July 1
Bond Interest and Redemption Fund
Expenditures by Object

34673480000000
Form 51
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Bond Interest and Redemption Fund
Expenditures by Object

34673480000000
Form 51
D8BXG9W1N3(2022-23)

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Bond Interest and Redemption Fund
Expenditures by Function

34673480000000
Form 51
D8BXG9W1N3(2022-23)

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,405,814.00	1,405,814.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,405,814.00	1,405,814.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,405,814.00	1,405,814.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,405,814.00	1,405,814.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,405,814.00	1,405,814.00	0.0%
Bond Interest and Redemption	0000	9780	1,405,814.00		
Bond Interest and Redemption	0000	9780		1,405,814.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Galt Joint Union Elementary
Sacramento

Budget, July 1
Bond Interest and Redemption Fund
Restricted Detail

34673480000000
Form 51
D8BXG9W1N3(2022-23)

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
Average Daily Attendance
A. DISTRICT ADA

34673480000000
Form A
D8BXG9W1N3(2022-23)

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	2,906.71	2,906.71	3,403.59	3,054.12	3,054.12	3,238.54
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)					0.00	
4. Total, District Regular ADA (Sum of Lines A1 through A3)	2,906.71	2,906.71	3,403.59	3,054.12	3,054.12	3,238.54
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	10.63	10.63	10.63	10.63	10.63	10.63
c. Special Education-NPS/LCI			0.00			
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	10.63	10.63	10.63	10.63	10.63	10.63

Galt Joint Union Elementary
Sacramento

Budget, July 1
Average Daily Attendance
A. DISTRICT ADA

34673480000000
Form A
D8BXG9W1N3(2022-23)

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,917.34	2,917.34	3,414.22	3,064.75	3,064.75	3,249.17
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cashflow Worksheet
BUDGET YEAR (1)

34673480000000
Form CASH
D8BXG9W1N3(2022-23)

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			9,306,512.79	6,579,677.36	4,068,134.97	7,573,635.73	5,429,212.29	4,787,447.25	10,002,108.16	10,194,989.87
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		973,844.00	973,844.00	3,851,477.00	1,752,919.00	1,752,919.00	3,851,477.00	1,752,919.00	1,752,919.00
Property Taxes	8020-8079		0.00	1,905.00	0.00	0.00	85,422.00	0.00	3,086,591.00	827.00
Miscellaneous Funds	8080-8099		(246.00)	(246.00)	(444.00)	(444.00)	(444.00)	(444.00)	(444.00)	(443.00)
Federal Revenue	8100-8299		24,318.00	490,327.00	953,802.00	221,531.00	(774,238.00)	881,244.00	1,094,555.00	(688,398.00)
Other State Revenue	8300-8599		32,569.00	0.00	556,730.00	7,179.00	341,034.00	1,189,091.00	86,980.00	(48,510.00)
Other Local Revenue	8600-8799		32,967.00	3,941.00	549,493.00	21,651.00	66,470.00	181,718.00	119,407.00	408,817.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			1,063,452.00	1,469,771.00	5,911,058.00	2,002,836.00	1,471,163.00	6,103,086.00	6,140,008.00	1,425,212.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		45,820.00	1,958,482.00	1,586,511.00	1,611,083.00	1,658,537.00	137,751.00	3,226,267.00	2,324,113.00
Classified Salaries	2000-2999		421,587.00	752,757.00	438,312.00	693,575.00	680,362.00	40,673.00	1,310,215.00	660,484.00
Employee Benefits	3000-3999		157,255.00	863,667.00	1,120,234.00	783,017.00	784,682.00	63,787.00	1,538,339.00	891,070.00
Books and Supplies	4000-4999		28,973.00	154,312.00	77,556.00	265,586.00	208,549.00	132,635.00	74,804.00	61,831.00
Services	5000-5999		367,312.00	321,743.00	240,865.00	695,090.00	220,172.00	136,128.00	282,921.00	261,677.00
Capital Outlay	6000-6599		0.00	308,003.00	504,914.00	69,610.00	0.00	44,191.00	225,508.00	30,133.00
Other Outgo	7000-7499		52,673.00	5,410.00	9,738.00	9,738.00	9,738.00	9,738.00	9,738.00	1,279.00
Interfund Transfers Out	7600-7629		0.00							
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,073,620.00	4,364,374.00	3,978,130.00	4,127,699.00	3,562,040.00	564,903.00	6,667,792.00	4,230,587.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	(154,983.80)	(13,080.00)	(53,023.62)	(5,517.55)	(2,532.45)	(2,200.00)	(71,825.62)	73,400.62	(403.00)
Accounts Receivable	9200-9299	(4,851,447.30)	9,748.62	323,530.87	2,023,903.78	41,008.83	1,246,793.05	(16.55)	(18.56)	1,134,425.60
Due From Other Funds	9310	(128,560.25)			128,560.25					
Stores	9320	0.00								

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cashflow Worksheet
BUDGET YEAR (1)

34673480000000
Form CASH
D8BXG9W1N3(2022-23)

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330	(381,080.79)		0.00	381,080.79					
Other Current Assets	9340	0.00				0.00				
Deferred Outflows of Resources	9490	0.00								
SUBTOTAL		(5,516,072.14)	(3,331.38)	270,507.25	2,528,027.27	38,476.38	1,244,593.05	(71,842.17)	73,382.06	1,134,022.60
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(2,087,677.36)	2,713,336.05	(112,553.36)	413,982.16	58,036.82	(204,518.91)	251,679.92	(647,283.65)	11,208.08
Due To Other Funds	9610	0.00								
Current Loans	9640	0.00								
Unearned Revenues	9650	(541,472.35)			541,472.35					
Deferred Inflows of Resources	9690	0.00								
SUBTOTAL		(2,629,149.71)	2,713,336.05	(112,553.36)	955,454.51	58,036.82	(204,518.91)	251,679.92	(647,283.65)	11,208.08
Nonoperating										
Suspense Clearing	9910	0.00	0.00							
TOTAL BALANCE SHEET ITEMS		(2,886,922.43)	(2,716,667.43)	383,060.61	1,572,572.76	(19,560.44)	1,449,111.96	(323,522.09)	720,665.71	1,122,814.52
E. NET INCREASE/DECREASE (B - C + D)			(2,726,835.43)	(2,511,542.39)	3,505,500.76	(2,144,423.44)	(641,765.04)	5,214,660.91	192,881.71	(1,682,560.48)
F. ENDING CASH (A + E)			6,579,677.36	4,068,134.97	7,573,635.73	5,429,212.29	4,787,447.25	10,002,108.16	10,194,989.87	8,512,429.39
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cashflow Worksheet
BUDGET YEAR (1)

34673480000000
Form CASH
D8BXG9W1N3(2022-23)

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			8,512,429.39	9,880,728.26	10,679,028.62	10,020,843.62				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		3,851,477.00	1,752,919.00	1,752,919.00	2,098,556.00	1,752,919.00	0.00	27,871,108.00	27,871,108.00
Property Taxes	8020-8079		1,501,199.00	1,391,597.00	110,538.00	681,349.00	0.00	0.00	6,859,428.00	6,859,428.00
Miscellaneous Funds	8080-8099		(443.00)	(443.00)	(443.00)	0.00	(445.00)	0.00	(4,929.00)	(4,929.00)
Federal Revenue	8100-8299		119,170.00	979,343.00	43,228.00	1,332,268.00	2,316,466.00	0.00	6,993,616.00	6,993,616.00
Other State Revenue	8300-8599		239,640.00	286,096.00	1,082,871.00	951,623.00	259,637.00	0.00	4,984,940.00	4,984,940.00
Other Local Revenue	8600-8799		(294,250.00)	18,244.00	206,642.00	463,739.00	303,572.00	0.00	2,082,411.00	2,082,411.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	10,950.00	0.00	0.00	10,950.00	10,950.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	10,000.00	0.00	10,000.00	10,000.00
TOTAL RECEIPTS			5,416,793.00	4,427,756.00	3,195,755.00	5,538,485.00	4,642,149.00	0.00	48,807,524.00	48,807,524.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,863,014.00	1,734,482.00	1,541,588.00	2,014,776.00	297,405.00	0.00	19,999,829.00	19,999,829.00
Classified Salaries	2000-2999		1,032,859.00	699,766.00	657,595.00	1,100,485.00	93,478.00	0.00	8,582,148.00	8,582,148.00
Employee Benefits	3000-3999		937,002.00	850,754.00	808,877.00	3,073,263.00	271,045.00	0.00	12,142,992.00	12,142,992.00
Books and Supplies	4000-4999		161,104.00	155,040.00	578,088.00	359,902.00	55,628.00	0.00	2,314,008.00	2,314,008.00
Services	5000-5999		281,500.00	275,985.00	266,133.00	799,192.00	409,356.00	0.00	4,558,074.00	4,558,074.00
Capital Outlay	6000-6599		(20,687.00)	93,052.00	0.00	624,084.00	1,025,229.00	0.00	2,904,037.00	2,904,037.00
Other Outgo	7000-7499		1,279.00	1,279.00	1,659.00	(61,330.00)	0.00	0.00	50,939.00	50,939.00
Interfund Transfers Out	7600-7629								0.00	0.00
All Other Financing Uses	7630-7699								0.00	0.00
TOTAL DISBURSEMENTS			4,256,071.00	3,810,358.00	3,853,940.00	7,910,372.00	2,152,141.00	0.00	50,552,027.00	50,552,027.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	(154,983.80)	(76,433.40)	(3,368.78)	0.00	0.00	0.00	0.00	(154,983.80)	
Accounts Receivable	9200-9299	(4,851,447.30)	72,071.66	0.00	0.00	0.00	(4,642,149.00)	0.00	209,298.30	
Due From Other Funds	9310	(128,560.25)							128,560.25	
Stores	9320	0.00							0.00	

Galt Joint Union Elementary
Sacramento

Budget, July 1
Cashflow Worksheet
BUDGET YEAR (1)

34673480000000
Form CASH
D8BXG9W1N3(2022-23)

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Prepaid Expenditures	9330	(381,080.79)							381,080.79	
Other Current Assets	9340	0.00							0.00	
Deferred Outflows of Resources	9490	0.00							0.00	
SUBTOTAL		(5,516,072.14)	(4,361.74)	(3,368.78)	0.00	0.00	(4,642,149.00)	0.00	563,955.54	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(2,087,677.36)	(211,938.61)	(184,271.14)	0.00	0.00	(2,152,141.00)	0.00	(64,463.64)	
Due To Other Funds	9610	0.00							0.00	
Current Loans	9640	0.00							0.00	
Unearned Revenues	9650	(541,472.35)							541,472.35	
Deferred Inflows of Resources	9690	0.00							0.00	
SUBTOTAL		(2,629,149.71)	(211,938.61)	(184,271.14)	0.00	0.00	(2,152,141.00)	0.00	477,008.71	
Nonoperating										
Suspense Clearing	9910	0.00							0.00	
TOTAL BALANCE SHEET ITEMS		(2,886,922.43)	207,576.87	180,902.36	0.00	0.00	(2,490,008.00)	0.00	86,946.83	
E. NET INCREASE/DECREASE (B - C + D)			1,368,298.87	798,300.36	(658,185.00)	(2,371,887.00)	0.00	0.00	(1,657,556.17)	(1,744,503.00)
F. ENDING CASH (A + E)			9,880,728.26	10,679,028.62	10,020,843.62	7,648,956.62				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									7,648,956.62	

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
Every Student Succeeds Act Maintenance of Effort

34673480000000
Form ESMOE
D8BXG9W1N3(2022-23)

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	51,307,075.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	8,800,609.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	46,749.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	671,291.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	31,902.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	12,945.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				762,887.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				41,743,579.00

Section II - Expenditures Per ADA		2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		2,917.34
B. Expenditures per ADA (Line I.E divided by Line II.A)		14,308.78

Budget, July 1
Every Student Succeeds Act Maintenance of Effort

34673480000000
Form ESMOE
D8BXG9W1N3(2022-23)

Galt Joint Union Elementary
Sacramento

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	37,206,317.79	10,900.46
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	37,206,317.79	10,900.46
B. Required effort (Line A.2 times 90%)	33,485,686.01	9,810.41
C. Current year expenditures (Line I.E and Line II.B)	41,743,579.00	14,308.78
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	**Total Expenditures**	**Expenditures Per ADA**
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
Total adjustments to base expenditures	0.00	0.00

California Department of Education
SACS Financial Reporting Software

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Galt Joint Union Elementary
Sacramento

Budget, July 1
Multiyear Projections - General Fund
Unrestricted

34673480000000
Form MYP
D8BXG9W1N3(2022-23)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	34,725,607.00	0.67%	34,956,588.00	3.81%	36,289,835.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	595,256.00	0.00%	595,256.00	0.00%	595,256.00
4. Other Local Revenues	8600-8799	402,940.00	0.00%	402,940.00	0.00%	402,940.00
5. Other Financing Sources						
a. Transfers In	8900-8929	10,950.00	0.00%	10,950.00	0.00%	10,950.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	(6,616,909.00)	-15.44%	(5,594,958.00)	-0.47%	(5,568,717.00)
6. Total (Sum lines A1 thru A5c)		29,127,844.00	4.30%	30,380,776.00	4.47%	31,740,264.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,767,841.00		15,287,025.00
b. Step & Column Adjustment				216,751.00		216,751.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				302,433.00		83,327.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,767,841.00	3.52%	15,287,025.00	1.96%	15,587,103.00
2. Classified Salaries						
a. Base Salaries				5,536,967.00		5,662,350.00
b. Step & Column Adjustment				80,701.00		80,700.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				44,682.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,536,967.00	2.26%	5,662,350.00	1.43%	5,743,050.00
3. Employee Benefits	3000-3999	7,220,920.00	2.61%	7,409,335.00	0.97%	7,481,262.00
4. Books and Supplies	4000-4999	887,967.00	0.00%	887,967.00	0.00%	887,967.00
5. Services and Other Operating Expenditures	5000-5999	2,091,912.00	0.00%	2,091,912.00	0.00%	2,091,912.00
6. Capital Outlay	6000-6999	10,000.00	0.00%	10,000.00	0.00%	10,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	132,341.00	0.00%	132,341.00	0.00%	132,341.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(307,110.00)	-27.15%	(223,738.00)	-9.26%	(203,020.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		
11. Total (Sum lines B1 thru B10)		30,340,838.00	3.02%	31,257,192.00	1.51%	31,730,615.00

Galt Joint Union Elementary
Sacramento

Budget, July 1
Multiyear Projections - General Fund
Unrestricted

34673480000000
Form MYP
D8BXG9W1N3(2022-23)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(1,212,994.00)		(876,416.00)		9,649.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		9,027,400.07		7,814,406.07		6,937,990.07
2. Ending Fund Balance (Sum lines C and D1)		7,814,406.07		6,937,990.07		6,947,639.07
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	2,757,000.00		2,257,000.00		1,657,000.00
d. Assigned	9780	3,520,845.26		3,268,232.67		3,904,122.81
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,516,560.81		1,392,757.40		1,366,516.26
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		7,814,406.07		6,937,990.07		6,947,639.07
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,516,560.81		1,392,757.40		1,366,516.26
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2						
in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		1,516,560.81		1,392,757.40		1,366,516.26

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.

Galt Joint Union Elementary
Sacramento

Budget, July 1
Multiyear Projections - General Fund
Unrestricted

34673480000000
Form MYP
D8BXG9W1N3(2022-23)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
Salaries from one time grants ending were moved into unrestricted						

Galt Joint Union Elementary
Sacramento

Budget, July 1
Multiyear Projections - General Fund
Restricted

34673480000000
Form MYP
D8BXG9W1N3(2022-23)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	6,993,616.00	-70.28%	2,078,689.00	0.00%	2,078,689.00
3. Other State Revenues	8300-8599	4,389,684.00	-3.26%	4,246,652.00	0.00%	4,246,652.00
4. Other Local Revenues	8600-8799	1,679,471.00	0.00%	1,679,471.00	0.00%	1,679,471.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	6,616,909.00	-15.44%	5,594,958.00	-0.47%	5,568,717.00
6. Total (Sum lines A1 thru A5c)		19,679,680.00	-30.89%	13,599,770.00	-0.19%	13,573,529.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				5,231,988.00		3,772,914.00
b. Step & Column Adjustment				65,495.00		65,495.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,524,569.00)		(83,327.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,231,988.00	-27.89%	3,772,914.00	-0.47%	3,755,082.00
2. Classified Salaries						
a. Base Salaries				3,045,181.00		2,853,809.00
b. Step & Column Adjustment				43,430.00		43,430.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(234,802.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,045,181.00	-6.28%	2,853,809.00	1.52%	2,897,239.00
3. Employee Benefits	3000-3999	4,922,072.00	-9.66%	4,446,670.00	-0.24%	4,435,852.00
4. Books and Supplies	4000-4999	1,426,041.00	-20.15%	1,138,642.85	-41.23%	669,184.00
5. Services and Other Operating Expenditures	5000-5999	2,466,162.00	-8.30%	2,261,508.75	-14.17%	1,940,952.00
6. Capital Outlay	6000-6999	2,894,037.00	-80.92%	552,174.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	225,708.00	-36.94%	142,336.00	-14.56%	121,618.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		20,211,189.00	-24.95%	15,168,054.60	-8.89%	13,819,927.00

Galt Joint Union Elementary
Sacramento

Budget, July 1
Multiyear Projections - General Fund
Restricted

34673480000000
Form MYP
D8BXG9W1N3(2022-23)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(531,509.00)		(1,568,284.60)		(246,398.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,828,102.58		2,296,593.58		728,308.98
2. Ending Fund Balance (Sum lines C and D1)		2,296,593.58		728,308.98		481,910.98
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,296,593.58		728,308.98		481,910.98
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		2,296,593.58		728,308.98		481,910.98
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2						
in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and

second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments

projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the

SACS Financial Reporting Software User Guide.

Galt Joint Union Elementary
Sacramento

Budget, July 1
Multiyear Projections - General Fund
Restricted

34673480000000
Form MYP
D8BXG9W1N3(2022-23)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
Salaries from one time grants ending were removed.						

Galt Joint Union Elementary
Sacramento

Budget, July 1
Multiyear Projections - General Fund
Unrestricted_Restricted

34673480000000
Form MYP
D8BXG9W1N3(2022-23)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	34,725,607.00	0.67%	34,956,588.00	3.81%	36,289,835.00
2. Federal Revenues	8100-8299	6,993,616.00	-70.28%	2,078,689.00	0.00%	2,078,689.00
3. Other State Revenues	8300-8599	4,984,940.00	-2.87%	4,841,908.00	0.00%	4,841,908.00
4. Other Local Revenues	8600-8799	2,082,411.00	0.00%	2,082,411.00	0.00%	2,082,411.00
5. Other Financing Sources						
a. Transfers In	8900-8929	10,950.00	0.00%	10,950.00	0.00%	10,950.00
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)		48,807,524.00	-9.89%	43,980,546.00	3.03%	45,313,793.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				19,999,829.00		19,059,939.00
b. Step & Column Adjustment				282,246.00		282,246.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,222,136.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,999,829.00	-4.70%	19,059,939.00	1.48%	19,342,185.00
2. Classified Salaries						
a. Base Salaries				8,582,148.00		8,516,159.00
b. Step & Column Adjustment				124,131.00		124,130.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(190,120.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,582,148.00	-0.77%	8,516,159.00	1.46%	8,640,289.00
3. Employee Benefits	3000-3999	12,142,992.00	-2.36%	11,856,005.00	0.52%	11,917,114.00
4. Books and Supplies	4000-4999	2,314,008.00	-12.42%	2,026,609.85	-23.16%	1,557,151.00
5. Services and Other Operating Expenditures	5000-5999	4,558,074.00	-4.49%	4,353,420.75	-7.36%	4,032,864.00
6. Capital Outlay	6000-6999	2,904,037.00	-80.64%	562,174.00	-98.22%	10,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	132,341.00	0.00%	132,341.00	0.00%	132,341.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(81,402.00)	0.00%	(81,402.00)	0.00%	(81,402.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		50,552,027.00	-8.16%	46,425,246.60	-1.88%	45,550,542.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						

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Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		(1,744,503.00)		(2,444,700.60)		(236,749.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		11,855,502.65		10,110,999.65		7,666,299.05
2. Ending Fund Balance (Sum lines C and D1)		10,110,999.65		7,666,299.05		7,429,550.05
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740	2,296,593.58		728,308.98		481,910.98
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	2,757,000.00		2,257,000.00		1,657,000.00
d. Assigned	9780	3,520,845.26		3,268,232.67		3,904,122.81
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,516,560.81		1,392,757.40		1,366,516.26
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		10,110,999.65		7,666,299.05		7,429,550.05
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,516,560.81		1,392,757.40		1,366,516.26
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,516,560.81		1,392,757.40		1,366,516.26
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.00%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a						
special education local plan area (SELPA):						

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Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
a. Do you choose to exclude from the reserve calculation						
the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special						
education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546,						
objects 7211-7213 and 7221-7223; enter projections						
for subsequent years 1 and 2 in Columns C and E)		0.00				0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		3,054.12		3,086.02		3,117.90
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		50,552,027.00		46,425,246.60		45,550,542.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		50,552,027.00		46,425,246.60		45,550,542.00
d. Reserve Standard Percentage Level						
(Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,516,560.81		1,392,757.40		1,366,516.26
f. Reserve Standard - By Amount						
(Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,516,560.81		1,392,757.40		1,366,516.26
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear

commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1.   **CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	3,054.12
District's ADA Standard Percentage Level:	1.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year		Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)					
	District Regular	3,441	3,447		
	Charter School	0			
	Total ADA	3,441	3,447	N/A	Met
Second Prior Year (2020-21)					
	District Regular	3,402	3,401		
	Charter School				
	Total ADA	3,402	3,401	0.0%	Met
First Prior Year (2021-22)					
	District Regular	3,401	3,404		
	Charter School		0		
	Total ADA	3,401	3,404	N/A	Met
Budget Year (2022-23)					
	District Regular	3,239			
	Charter School	0			
	Total ADA	3,239			

1B. Comparison of District ADA to the Standard

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

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1a.　　STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:

(required if NOT met)

1b.　　STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:

(required if NOT met)

2.　　**CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years

by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):　　3,054.1

District's Enrollment Standard Percentage Level:　　**1.0%**

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2019-20)					
	District Regular	3,610	3,546		
	Charter School				
	Total Enrollment	**3,610**	**3,546**	**1.8%**	**Not Met**
Second Prior Year (2020-21)					
	District Regular	3,546	3,332		
	Charter School				
	Total Enrollment	**3,546**	**3,332**	**6.0%**	**Not Met**
First Prior Year (2021-22)					
	District Regular	3,546	3,296		
	Charter School				
	Total Enrollment	**3,546**	**3,296**	**7.1%**	**Not Met**

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Budget Year (2022-23)		
	District Regular	3,281
	Charter School	
	Total Enrollment	**3,281**

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Variance due to declining enrollment

1b. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Variance Due To Declining Enrollment

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2019-20)				
	District Regular	3,402	3,546	
	Charter School		0	
	Total ADA/Enrollment	**3,402**	**3,546**	**95.9%**
Second Prior Year (2020-21)				
	District Regular	3,401	3,332	
	Charter School	0		
	Total ADA/Enrollment	**3,401**	**3,332**	**102.1%**
First Prior Year (2021-22)				
	District Regular	2,907	3,296	
	Charter School			
	Total ADA/Enrollment	**2,907**	**3,296**	**88.2%**
			Historical Average Ratio:	95.4%

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District's ADA to Enrollment Standard (historical average ratio plus 0.5%): | 95.9%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year		Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2022-23)					
	District Regular	3,054	3,281		
	Charter School	0			
	Total ADA/Enrollment	**3,054**	**3,281**	**93.1%**	**Met**
1st Subsequent Year (2023-24)					
	District Regular	3,086	3,281		
	Charter School				
	Total ADA/Enrollment	**3,086**	**3,281**	**94.1%**	**Met**
2nd Subsequent Year (2024-25)					
	District Regular	3,118	3,281		
	Charter School				
	Total ADA/Enrollment	**3,118**	**3,281**	**95.0%**	**Met**

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

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. **CRITERION: LCFF Revenue**

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

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[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

		Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
Step 1 - Change in Population		(2021-22)	(2022-23)	(2023-24)	(2024-25)
a.	ADA (Funded)				
	(Form A, lines A6 and C4)	3,414.22	3,249.17	3,131.58	3,128.53
b.	Prior Year ADA (Funded)		3,414.22	3,249.17	3,131.58
c.	Difference (Step 1a minus Step 1b)		(165.05)	(117.59)	(3.05)
d.	Percent Change Due to Population				
	(Step 1c divided by Step 1b)		(4.83%)	(3.62%)	(.10%)

Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		34,526,489.00	34,725,607.00	34,956,588.00
b1.	COLA percentage		5.07%	6.56%	5.38%
b2.	COLA amount (proxy for purposes of this criterion)		1,750,492.99	2,277,999.82	1,880,664.43
c.	Percent Change Due to Funding Level				
	(Step 2b2 divided by Step 2a)		5.1%	6.6%	5.4%

Step 3 - Total Change in Population and Funding Level				
(Step 1d plus Step 2c)	0.2%	2.9%	5.3%
LCFF Revenue Standard (Step 3, plus/minus 1%):	-0.76% to 1.24%	1.94% to 3.94%	4.28% to 6.28%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

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	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	6,859,428.00	6,859,428.00	6,859,428.00	6,859,428.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	34,531,418.00	34,730,536.00	34,956,588.00	36,289,835.00
District's Projected Change in LCFF Revenue:		.58%	.65%	3.81%
LCFF Revenue Standard		-0.76% to 1.24%	1.94% to 3.94%	4.28% to 6.28%
Status:		Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

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

1a.

STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

May Revise Governor's Budget is projecting higher COLAs

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5.   **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

	Estimated/Unaudited Actuals - Unrestricted		
	(Resources 0000-1999)		Ratio
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
Fiscal Year	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
Third Prior Year (2019-20)	26,337,582.76	28,776,773.89	91.5%
Second Prior Year (2020-21)	24,311,093.58	26,209,003.36	92.8%
First Prior Year (2021-22)	26,097,097.00	29,673,167.00	87.9%
		Historical Average Ratio:	90.7%

| | Budget Year | 1st Subsequent Year | 2nd Subsequent Year |
	(2022-23)	(2023-24)	(2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	87.7% to 93.7%	87.7% to 93.7%	87.7% to 93.7%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

	Budget - Unrestricted			
	(Resources 0000-1999)			
	Salaries and Benefits	Total Expenditures	Ratio	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits	
Fiscal Year	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)	to Total Unrestricted Expenditures	Status
Budget Year (2022-23)	27,525,728.00	30,340,838.00	90.7%	Met
1st Subsequent Year (2023-24)	28,358,710.00	31,257,192.00	90.7%	Met
2nd Subsequent Year (2024-25)	28,811,415.00	31,730,615.00	90.8%	Met

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

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

1a.

STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

6.   **CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies,

and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	.24%	2.94%	5.28%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-9.76% to 10.24%**	**-7.06% to 12.94%**	**-4.72% to 15.28%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.76% to 5.24%	-2.06% to 7.94%	0.28% to 10.28%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent

years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	8,800,355.00		
Budget Year (2022-23)	6,993,616.00	(20.53%)	Yes
1st Subsequent Year (2023-24)	2,078,689.00	(70.28%)	Yes

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2nd Subsequent Year (2024-25)		2,078,689.00	0.00%	Yes

Explanation: (required if Yes)	One time multi-year grants expended

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)		7,880,229.00		
Budget Year (2022-23)		4,984,940.00	(36.74%)	Yes
1st Subsequent Year (2023-24)		4,841,908.00	(2.87%)	Yes
2nd Subsequent Year (2024-25)		4,841,908.00	0.00%	Yes

Explanation: (required if Yes)	One time multi-year grants expended

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)		3,089,948.00		
Budget Year (2022-23)		2,082,411.00	(32.61%)	Yes
1st Subsequent Year (2023-24)		2,082,411.00	0.00%	No
2nd Subsequent Year (2024-25)		2,082,411.00	0.00%	Yes

Explanation: (required if Yes)	One time grants expended

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)		3,106,273.00		
Budget Year (2022-23)		2,314,008.00	(25.51%)	Yes
1st Subsequent Year (2023-24)		2,026,609.85	(12.42%)	Yes
2nd Subsequent Year (2024-25)		1,557,151.00	(23.16%)	Yes

Explanation: (required if Yes)	One time multi-year grants expended

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2021-22)		5,220,994.00		
Budget Year (2022-23)		4,558,074.00	(12.70%)	Yes
1st Subsequent Year (2023-24)		4,353,420.75	(4.49%)	Yes
2nd Subsequent Year (2024-25)		4,032,864.00	(7.36%)	Yes

Explanation: (required if Yes)	One time multi-year grants expended

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6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

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Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2021-22)	19,770,532.00		
Budget Year (2022-23)	14,060,967.00	(28.88%)	Not Met
1st Subsequent Year (2023-24)	9,003,008.00	(35.97%)	Not Met
2nd Subsequent Year (2024-25)	9,003,008.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	8,327,267.00		
Budget Year (2022-23)	6,872,082.00	(17.47%)	Not Met
1st Subsequent Year (2023-24)	6,380,030.60	(7.16%)	Not Met
2nd Subsequent Year (2024-25)	5,590,015.00	(12.38%)	Not Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a.

STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)	One time multi-year grants expended

Explanation: Other State Revenue (linked from 6B if NOT met)	One time multi-year grants expended

Explanation: Other Local Revenue (linked from 6B if NOT met)	One time grants expended

1b.

STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	One time multi-year grants expended

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Explanation:

Services and Other Exps

(linked from 6B

if NOT met)

One time multi-year grants expended

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of

the SELPA from the OMMA/RMA required minimum contribution calculation?

Yes

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D)

(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

c. Net Budgeted Expenditures and Other Financing Uses

	3% Required	Budgeted Contribution[1]	
	Minimum Contribution	to the Ongoing and Major	
	(Line 2c times 3%)	Maintenance Account	Status
43,598,615.00	1,307,958.45	2,347,863.00	Met

(Line 2a: 43,598,615.00)

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

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☐	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
☐	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
☐	Other (explanation must be provided)

Explanation:

(required if NOT met

and Other is marked)

8.   **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year	Second Prior Year	First Prior Year
		(2019-20)	(2020-21)	(2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements			
	(Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties			
	(Funds 01 and 17, Object 9789)	3,469,331.51	1,335,833.00	1,539,212.25
	c. Unassigned/Unappropriated			
	(Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(44,122.41)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	3,425,209.10	1,335,833.00	1,539,212.25
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses			
	(Fund 01, objects 1000-7999)	42,546,528.53	44,527,791.73	51,307,075.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	42,546,528.53	44,527,791.73	51,307,075.00
3.	District's Available Reserve Percentage			
	(Line 1e divided by Line 2c)	8.1%	3.0%	3.0%
	District's Deficit Spending Standard Percentage Levels			
	(Line 3 times 1/3):	**2.7%**	**1.0%**	**1.0%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for

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Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the

Special Reserv e Fund for Other Than Capital Outlay Projects. Av ailable reserv es will be reduced by

any negativ e ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrativ e Unit of a Special Education Local Plan Area (SELPA)

may exclude from its expenditures the distribution of f unds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Lev el (If Net Change in Unrestricted Fund Balance is negativ e, else N/A)	Status
Third Prior Year (2019-20)	664,071.84	28,841,891.72	N/A	Met
Second Prior Year (2020-21)	3,444,930.40	26,209,003.36	N/A	Met
First Prior Year (2021-22)	1,712,540.00	29,673,167.00	N/A	Met
Budget Year (2022-23) (Inf ormation only)	(1,212,994.00)	30,340,838.00		

8C. Comparison of District Deficit Spending to the Standard

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

1a.   STANDARD MET - Unrestricted def icit spending, if any, has not exceeded the standard percentage lev el in two or more of the three prior y ears.

Explanation:
(required if NOT met)

9.   **CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted general f und balance has not been ov erestimated for two out of three prior fiscal y ears by more than the following percentage lev els:

Percentage Lev el [1]	District ADA	
1.7%	0	to 300
1.3%	301	to 1,000
1.0%	1,001	to 30,000
0.7%	30,001	to 400,000
0.3%	400,001	and ov er

[1] Percentage lev els equate to a rate of def icit spending which would eliminate recommended reserv es for economic uncertainties ov er a three y ear period.

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District Estimated P-2 ADA (Form A, Lines A6 and C4): | 3,065

District's Fund Balance Standard Percentage Level: | 1.0%

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2019-20)	2,027,353.00	3,208,386.83	N/A	Met
Second Prior Year (2020-21)	2,957,930.83	3,869,929.67	N/A	Met
First Prior Year (2021-22)	4,819,200.67	7,314,860.07	N/A	Met
Budget Year (2022-23) (Information only)	9,027,400.07			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. **CRITERION: Reserves**

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or $75,000 (greater of)	0	to 300
4% or $75,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

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² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,054	3,086	3,118
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1.	Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	50,552,027.00	46,425,246.60	45,550,542.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	50,552,027.00	46,425,246.60	45,550,542.00

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4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent			
	(Line B3 times Line B4)	1,516,560.81	1,392,757.40	1,366,516.26
6.	Reserve Standard - by Amount			
	($75,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard**			
	(Greater of Line B5 or Line B6)	**1,516,560.81**	**1,392,757.40**	**1,366,516.26**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	General Fund - Stabilization Arrangements			
	(Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties			
	(Fund 01, Object 9789) (Form MYP, Line E1b)	1,516,560.81	1,392,757.40	1,366,516.26
3.	General Fund - Unassigned/Unappropriated Amount			
	(Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources			
	(Fund 01, Object 979Z, if negative, for each of resources 2000-9999)			
	(Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements			
	(Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6.	Special Reserve Fund - Reserve for Economic Uncertainties			
	(Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount			
	(Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8.	District's Budgeted Reserve Amount			
	(Lines C1 thru C7)	1,516,560.81	1,392,757.40	1,366,516.26
9.	District's Budgeted Reserve Percentage (Information only)			
	(Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
	District's Reserve Standard			
	(Section 10B, Line 7):	**1,516,560.81**	**1,392,757.40**	**1,366,516.26**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a.   STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1.   **Contingent Liabilities**

1a.   Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation,

state compliance reviews) that may impact the budget?   No

1b.   If Yes, identify the liabilities and how they may impact the budget:

S2.   **Use of One-time Revenues for Ongoing Expenditures**

1a.   Does your district have ongoing general fund expenditures in the budget in excess of one percent of

the total general fund expenditures that are funded with one-time resources?   No

1b.   If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3.   **Use of Ongoing Revenues for One-time Expenditures**

1a.   Does your district have large non-recurring general fund expenditures that are funded with ongoing

general fund revenues?   No

1b.   If Yes, identify the expenditures:

S4.   **Contingent Revenues**

1a.   Does your district have projected revenues for the budget year or either of the two subsequent fiscal years

contingent on reauthorization by the local government, special legislation, or other definitive act

(e.g., parcel taxes, forest reserves)?   No

1b.   If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5.   **Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

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Estimate the impact of any capital projects on the general fund operational budget.

	District's Contributions and Transfers Standard:	-10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a.	**Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**			
First Prior Year (2021-22)	(5,454,401.00)			
Budget Year (2022-23)	(6,616,909.00)	1,162,508.00	21.3%	Not Met
1st Subsequent Year (2023-24)	(5,594,958.00)	(1,021,951.00)	(15.4%)	Not Met
2nd Subsequent Year (2024-25)	(5,568,717.00)	(26,241.00)	(.5%)	Met
1b.	**Transfers In, General Fund ***			
First Prior Year (2021-22)	10,950.00			
Budget Year (2022-23)	10,950.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	10,950.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	10,950.00	0.00	0.0%	Met
1c.	**Transfers Out, General Fund ***			
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met

1d.	**Impact of Capital Projects**	
	Do you have any capital projects that may impact the general fund operational budget?	No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a.	NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

	Explanation: (required if NOT met)	$432,558 increase to Special Ed, this would be considered on-going. $729,950 increase contribution to RRM for one-time facility repairs.

1b.	MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

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	Explanation:	
	(required if NOT met)	

1c.   MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

	Explanation:	
	(required if NOT met)	

1d.   NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6.   **Long-term Commitments**

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1.   Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C) | Yes |

2.   If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1,2022-23
Leases				
Certificates of Participation				
General Obligation Bonds	27	Fund 51/8600	Fund 51/objects 7438-7439	22,248,684
Supp Early Retirement Program	4	Fund 01/object 8011	Fund 01/object 3900	1,199,915
State School Building Loans				0
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

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TOTAL:			23,448,599

Type of Commitment (continued)	Prior Year (2021-22) Annual Payment (P & I)	Budget Year (2022-23) Annual Payment (P & I)	1st Subsequent Year (2023-24) Annual Payment (P & I)	2nd Subsequent Year (2024-25) Annual Payment (P & I)
Leases	0			
Certificates of Participation	0			
General Obligation Bonds	1,677,627	1,730,466	1,790,906	1,858,676
Supp Early Retirement Program	381,081	381,081	381,080	218,877
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	2,058,708	2,111,547	2,171,986	2,077,553
Has total annual payment increased over prior year (2021-22)?		**Yes**	**Yes**	**Yes**

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

---

DATA ENTRY: Enter an explanation if Yes.

1a.   Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation: (required if Yes to increase in total annual payments)	Added PARS retirement incentive

---

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

---

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

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

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No

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

Explanation:
(required if Yes)

S7. **Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1   Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:
a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Retirees pay the amount above cap per District policy

3   a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund
	0	0

4. OPEB Liabilities

a. Total OPEB liability	5,786,764.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	5,786,764.00

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d. Is total OPEB liability based on the district's estimate

or an actuarial valuation?

| Actuarial |

e. If based on an actuarial valuation, indicate the measurement date

of the OPEB valuation

| Jun 30, 2021 |

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
5.	OPEB Contributions			
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	421,146.00	421,146.00	421,146.00
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	220,245.00	220,245.00	220,245.00
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	207,659.00	224,526.00	219,240.00
	d. Number of retirees receiving OPEB benefits	32.00	34.00	36.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

---

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

| No |

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

| |

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

| |

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
4.	Self-Insurance Contributions			
	a. Required contribution (funding) for self-insurance programs			
	b. Amount contributed (funded) for self-insurance programs			

S8. **Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

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The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of certificated (non-management) full-time-equivalent(FTE) positions	206.5	202.75	202.75	202.75

Certificated (Non-management) Salary and Benefit Negotiations

1.   Are salary and benefit negotiations settled for the budget year?   No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a.   Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b.   Per Government Code Section 3547.5(b), was the agreement certified

by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3.   Per Government Code Section 3547.5(c), was a budget revision adopted

to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4.   Period covered by the agreement: Begin Date: End Date:

	Budget Year	1st Subsequent Year	2nd Subsequent Year
5. Salary settlement:	(2022-23)	(2023-24)	(2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

One Year Agreement

Total cost of salary settlement			
% change in salary schedule from prior year			

or

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Multiyear Agreement

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	200,578

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
7.	Amount included for any tentative salary schedule increases			

		Budget Year	1st Subsequent Year	2nd Subsequent Year
Certificated (Non-management) Health and Welfare (H&W) Benefits		(2022-23)	(2023-24)	(2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	2,006,218	2,006,218	2,006,218
3.	Percent of H&W cost paid by employer	56.0%	56.0%	56.0%
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?	No		
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

		Budget Year	1st Subsequent Year	2nd Subsequent Year
Certificated (Non-management) Step and Column Adjustments		(2022-23)	(2023-24)	(2024-25)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	250,571	250,571	250,571
3.	Percent change in step & column over prior year	0.0%	0.0%	0.0%

		Budget Year	1st Subsequent Year	2nd Subsequent Year
Certificated (Non-management) Attrition (layoffs and retirements)		(2022-23)	(2023-24)	(2024-25)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes

| 2. | Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs? | No | No | No |

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of classified(non - management) FTE positions	215.6	209.24	209.24	209.24

Classified (Non-management) Salary and Benefit Negotiations

| 1. | Are salary and benefit negotiations settled for the budget year? | No |

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:	
2b.	Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?	
	If Yes, date of Superintendent and CBO certification:	
3.	Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?	
	If Yes, date of budget revision board adoption:	
4.	Period covered by the agreement:	Begin Date: ___ End Date: ___

5.	Salary settlement:	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)

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Is the cost of salary settlement included in the budget and multiyear

projections (MYPs)?

One Year Agreement

Total cost of salary settlement			

% change in salary schedule from prior year			

or

Multiyear Agreement

Total cost of salary settlement			

% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

<u>Negotiations Not Settled</u>

6.	Cost of a one percent increase in salary and statutory benefits	86,713

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
7.	Amount included for any tentative salary schedule increases			

		Budget Year	1st Subsequent Year	2nd Subsequent Year
Classified (Non-management) Health and Welfare (H&W) Benefits		(2022-23)	(2023-24)	(2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	976,479	976,479	976,479
3.	Percent of H&W cost paid by employer	68.8%	68.8%	68.8%
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?	No

If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

		Budget Year	1st Subsequent Year	2nd Subsequent Year
Classified (Non-management) Step and Column Adjustments		(2022-23)	(2023-24)	(2024-25)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	115,436	115,436	115,436

3.	Percent change in step & column over prior year	0.0%	0.0%	0.0%

		Budget Year	1st Subsequent Year	2nd Subsequent Year

Classified (Non-management) Attrition (layoffs and retirements)

		(2022-23)	(2023-24)	(2024-25)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

_____

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	36	39	39	39

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1.	Are salary and benefit negotiations settled for the budget year?	No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2.	Salary settlement:	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
	Is the cost of salary settlement included in the budget and multiyear			

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projections (MYPs)?

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

<u>Negotiations Not Settled</u>

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

51,871	

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)

4. Amount included for any tentative salary schedule increases

Management/Supervisor/Confidential

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)

Health and Welfare (H&W) Benefits

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	349,757	349,757	349,757
3.	Percent of H&W cost paid by employer	54.4%	54.4%	54.4%
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Management/Supervisor/Confidential

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)

Step and Column Adjustments

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step and column adjustments	40,370	40,370	40,370
3.	Percent change in step & column over prior year	0.0%	0.0%	0.0%

Management/Supervisor/Confidential

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)

Other Benefits (mileage, bonuses, etc.)

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of other benefits included in the budget and MYPs?	No	No	No
2.	Total cost of other benefits			
3.	Percent change in cost of other benefits over prior year			

S9. **Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 22, 2022

S10. **LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

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ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

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SACS Financial Reporting Software

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Printed: 5/24/2022 12:23:44 PM
System Version: SACS V1
Form Version: 2
Form Last Revised: 5/20/2022 5:28:36 PM -07:00
Submission Number: D8BXG9W1N3

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	**Agenda Item: 212.323** Board Consideration of Approval Resolution No. 17; Resolution of The Governing Board to Commit Fund Balance for 2022-23
Presenter: Nicole Lorenz	**Action Item:** XX **Information Item:**

As a result of the balance in the State's Public School System Stabilization Account the statutory limitation on school district reserves has been triggered for the 2022–23 budget period, pursuant to *Education Code* (*EC*) Section 42127.01(e).

Beginning with the 2022–23 fiscal year, the district reserve cap requires that a school district's adopted or revised budget pursuant to *EC* Section 42127 shall not contain a combined assigned or unassigned ending general fund balance of more than 10 percent of those funds.

The fund balance of the District may be committed for a specific purpose by formal action of the Board of Trustees. Committed fund balance may also be redirected by the Board of Trustees to other purposes, any amendments or modification to the use of committed funds require approval by formal action of the Board of Trustees.

Galt Joint Union Elementary School District
Resolution No. 17

RESOLUTION OF THE GOVERNING BOARD TO COMMIT FUND BALANCE

WHEREAS, the balance in the State's Public School System Stabilization Account has triggered a statutory limitation on school district reserves for the 2022-23 budget period, pursuant to Education Code (EC) section 42127.01(e); and

WHEREAS, pursuant Education Code (EC) section 42127.01, the District reserve shall not contain a combined assigned and unassigned ending general fund balance of more than 10 percent of those funds; and

WHEREAS, Galt Joint Union Elementary School District is required to comply with Education Code (EC) section 42127; and

WHEREAS, fund balance measures the net financial resources available to finance expenditures in future periods and will be maintained to provide the District with sufficient working capital to address future spending needs; and

WHEREAS, the District is committed to being fiscally prudent and dedicated to preparing for economic uncertainties; and

WHEREAS, the fund balance of the District may be committed for a specific purpose by formal action of the Board of Trustees.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees hereby makes the following commitment of funds in accordance with Education Code (EC) section 42127.01 for the 2022-23 fiscal year:

A commitment of unassigned General Fund balance for future technology upgrades, textbook adoptions, and facilities, in the amount, adjusted as needed, to adhere to requirement in Education Code (EC) section 42127.01.

AND BE IT FURTHER RESOLVED that committed fund balance may be redirected by the Board of Trustees to other purposes, any amendments or modification to the use of committed funds require approval by formal action of the Board of Trustees.

PASSED AND ADOPTED THIS 22nd DAY OF JUNE 2022.

AYES:

NOES:

ABSENT:

ABSTAIN:

_____   _____
Lois Yount,   Thomas Silva, President,
Superintendent   Board of Trustees

Board Meeting Agenda Item Information

Meeting Date:	June 22, 2022	Agenda Item: 212.324 Board Consideration of Approval of 2022-23 Education Protection Act Use of Funds
Presenter:	Nicole Lorenz	Action Item: XX Information Item:

The Education Protection Account (EPA) was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.

The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

The EPA Act requires that the use of the EPA funds be determined by the Board at an open public meeting. EPA funds cannot be used for the costs of salaries or benefits of administrators or any other administrative costs.

The 2022-2023 EPA funds are estimated to be $8,394,230. These funds will be used to cover the salaries and benefits of regular education classroom teachers in 2022-2023.

Board approval is recommended.

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	**Agenda Item: 212.325** Board Consideration of Approval of Proposal for Architectural Design Services for New GJUESD Prefab Shop Building at Maintenance Yard
Presenter: Lois Yount	**Action Item:** XX **Information Item:**

The District's maintenance department does not have a working shop and currently works out of two portables at Fairsite Elementary and Early Learning Center. For safety and security, the District needs a maintenance shop to work out of and store equipment and vehicles.

The maintenance shop would be located at the District's Maintenance, Operations, and Transportation location on Beaver Park Way.

The District is recommending a contract with Derivi Castellanos Architects (DCA) for the following scope of work:

- Pre-Design
- Schematic Design
- Construction Documents
- Bid Phase Support

Once the designs and documents have been completed, the District would advertise the project to secure a general contractor and the cost to complete construction. Contracts for this project with a general contractor need to be approved by the Board.

If the Board approves to move forward with construction, DCA would also support the construction phase and project closeout.

In fiscal year 2021-22, the District reserved $1 million for this project.

Fiscal impact at this time: $117,846 for Architect Fees

Funding source: Facilities and Maintenance

Board approval recommended.

Derivi Castellanos Architects

Serving California for Over Forty Years

SILICON VALLEY OFFICE
95 S MARKET ST, STE 480
SAN JOSE, CA 95113
408.320.4871

CENTRAL VALLEY OFFICE
3031 W MARCH LN, STE 334
STOCKTON, CA 95219
209.462.2873

May 16, 2022

DCA # P21.035
Revision # 1

Ms. Lois Yount
Superintendent
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
1018 C Street, Suite 210
Galt, CA 95632

Re: Proposal for Architectural Design Services
          New Prefab Shop Building at Maintenance Yard

Dear Ms. Yount,

Thank you for inviting Derivi Castellanos Architects (DCA) to submit this proposal for Architectural Design Services related to the above referenced project.

PROJECT DESCRIPTION

The Galt Joint Union Elementary School District wishes to construct a prefabricated 60'x100'metal shop building at its maintenance yard. The scope of work will include an open floor plan, office/restroom, accessible walkway to the new building as well as a single-occupancy staff restroom. Please refer to attached Exhibit A. This building will not house students, therefore it will not require DSA approval. The new building will include heating and phone/data. It is assumed the District will procure the new building from a turnkey design-build vendor.

SCOPE OF SERVICES TO BE PROVIDED BY ARCHITECT

DCA's services are summarized below:

- Site measurement
- Schematic Design submittal for approval by District
  - To be utilizied to solicit bids from turnkey building vendors
- Construction/Bid Documents for sitework only
  - Review by local fire authority
- Bidding support
- Construction Administration
- Project Closeout

ARCHITECT'S STAFF

- Project Manager   Kim Johnson
- Architect of Record   Steve Castellanos
- Project Designer   Danny Tumuliac
- Cost Estimator   Juan Barroso

ARCHITECT AND DISTRICT REPONSIBILITIES

Architect and District agree that each will provide information and services as described below:

Discipline	By District (if required)	By DCA	Excluded, or not Required
Hazmat Testing	X		
Soils Testing/Clearance	X		
Topographic Survey	X		
Geotechnical/CGS Study	X		
Special Inspection & Testing	X		
CEQA Study			X
Traffic Study			X
CDE/OPSC Consultant			X
Educational Specifications			X
Cost Estimating		X	
Civil Engineering		X	
Storm Water Pollution Prevention Plan			X
Landscape Architecture			X
Prefab Building Design (by District's Building Vendor)	X		
Structural Engineering (by District's Building Vendor)	X		
Mechanical/HVAC Engineering		X	
Mechanical/Plumbing Engineering		X	
Fire Sprinklers Design			X
Electrical Engineering		X	
Fire Alarm Design		X	
Phone/Data Systems Design		X	
Food Service Design			X
Audio/Visual Specifications			X
Furniture Specifications			X
LEED/CHPS Coordination			X
3RD Party Commissioning Agent			X
Acoustic Engineer			X

<u>TIMELINE</u>

Architect's proposed timeline is as follows:

- Pre-design   2 weeks
- Schematic Design   4 weeks
- Construction Documents   6 weeks
- Bid Phase Support   4 weeks
- Construction Phase*   18 weeks
- Project Closeout   4 weeks

<u>PRELIMINARY CONSTRUCTION BUDGET</u>

DCA has prepared a preliminary construction budget based on feedback from potential building vendors as follows:

- 60' x 100' building: 6,000 sq ft x $285/sq ft = <u>$1,710,000</u>

This preliminary construction budget may be adjusted by District during the design process.

District should budget an additional 30% of this preliminary construction budget for soft costs.

<u>ARCHITECT FEE SUMMARY</u>

The basis of District payments to Architect shall be Lump Sum by Phase by Percent Complete as set forth below:

1. Pre-design $8,127
2. Schematic Design $48,764
3. Construction Documents $56,891
4. Bid Phase Support $4,064
5. Construction Phase* $40,636
6. Project Closeout   <u>$4064</u>
   Total $162,545

Notes:

a. The proposed architect compensation is equal to 9.50% of the preliminary construction budget, and shall be adjusted at the same rate if the construction budget is increased by District or if District accepts a Guaranteed Maximum Price that is higher than the approved construction budget
b. District will budget $5,000 for reimbursable expenses in addition to the above figures
c. Additional Services requested by District shall be provided at T&M rates in effect at time of request
d. Assumes all tasks above will be completed in one phase (if project is broken up into multiple phases, or if project is put on hold more than 120 days, DCA will be entitle to additional compensation)
* Construction duration assumed as 18 weeks, needs to be confirmed

Payment Terms: District will be billed monthly. Invoiced amounts are payable and due within thirty (30) days from receipt of invoice. Architect Hourly Rate Schedule is attached.

ASSUMPTIONS & CLARIFICATIONS

1. DCA will provide a Schematic Design for the prefab building floor plan, including one office, one single-occupancy restroom, which can be used to solicit bids from design-build prefab building vendors
2. DCA will provide 100% Construction Documents for the sitework
3. DCA's fee includes full civil engineering design
4. DCA's fee inlcudes plumbing/HVAC design for one single-occupany restroom and space heaters (no cooling)
5. DCA's fee includes electrical engineering for site service only (building electrical will be by building vendor)
6. DCA's fee includes fire alarm design for the building
7. DCA's fee includes phone/data design for the building
8. It is assumed this project will not be submitted to DSA
9. Any work not specifically included in the Project Description is excluded
10. DCA will not be responsible for availability and/or lead times for materials and equipment
11. All utilities and services will be connected to existing infrastrcuture, service upgrades are excluded
12. Work on any adjacent existing facilities is excluded
13. District will provide DSA-approved as-built drawings and other pertinent information, this will include access to the District's plan archive
14. District will provide most recent DSA-approved drawings for this site, showing compliance with accessibility, fire/life safety, and restroom fixture count compliance.
15. District will be reponsible to prepare all "Front End" documents
16. DCA's support services during the bid/construction phase only advisory in nature; DCA does not provide Construction Management services
17. DCA will not be responsible for project cost or schedule
18. DCA will not be responsible for the performance of District vendors or contractors
19. DCA will not be responsible for existing site conditions, deficiencies, violations, hazardous materials, contamination that may exist on the site
20. DCA will not work with hazardous or contaminated materials
21. DCA's deliverables will be produced in two-dimensional industry-standard AutoCAD drawing format and will be transmitted to District in PDF format.

22. Changes to design requested by District after approval of any design milestone will incur additional cost at T&M rates in effect at the time of the request
23. Any Value Engineering studies requested by District will incur additional cost at T&M rates in effect at the time of the request
24. Any other services not specifically included above will incur additional cost at T&M Rates in effect at the time
25. The construction duration is assumed to be 18 weeks; if this is extended, DCA will be entitled to an additional $2,300 per week.
26. DCA provides the following standard insurance coverages; if additional coverages are requested by District, they will be provided upon acceptance by District of additional premium:
    a. General Liability: $1 million per occurrence/$2 million aggregate
    b. Auto: $1 million per occurrence/$2 million aggregate
    c. Workers Comp: per statute
    d. Professional Errors & Omissions: $2 million per occurrence/$2 million aggregate

ACCEPTANCE OF THIS AGREEMENT

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT   DERIVI CASTELLANOS ARCHITECTS

_____   _____
(Signature of District or Authorized Representative)   (Signature of Authorized Representative)

_____   _____
(Printed Name and Title)   (Printed Name and Title)

_____   _____
(Date)   (Date)

'EXHIBIT A'

PROPOSED METAL SHOP BUILDING AT GJUESD MAINTENANCE YARD

100'-0"

60'-0"

40'-0"

14'-0"

DS

DS

* X-BRACING

18' x 14' OH DOOR

DS

10' x 16' OH DOOR

BAY 2

BAY 1

OVERHANG

60'-0"

20'-0"

8'-6"

12'-8"

20'-0"

18' x 14' OH DOOR

18' x 14' OH DOOR

DS

DS

3070 HM DOOR

3070 HM DOOR

3070 HM DOOR
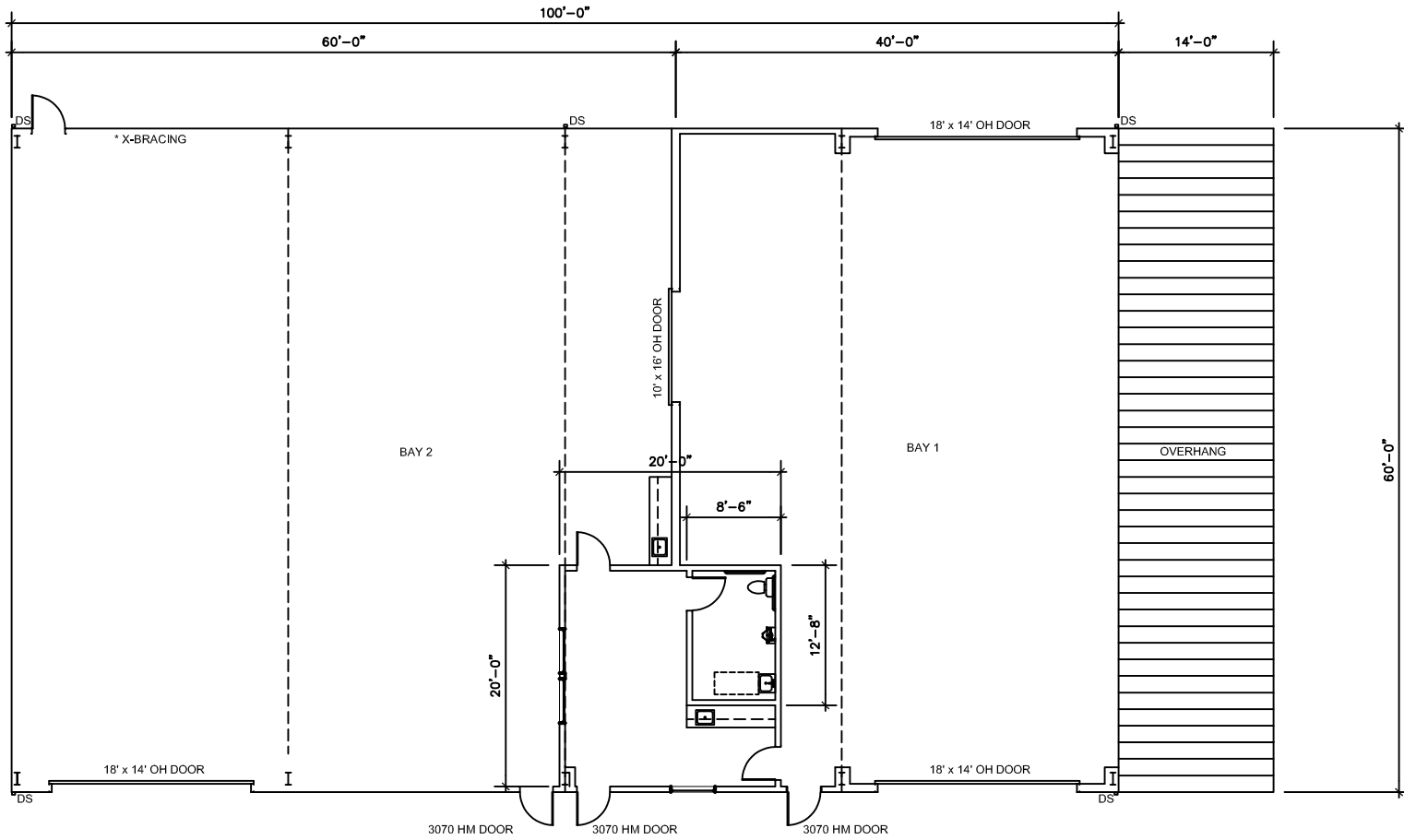
HOURLY RATE SCHEDULE
Effective January 1, 2022

The following rate schedule shall be used as a basis for establishing "time-and-materials" compensation:

Partner	$260.00

ARCHITECTURAL SERVICES:

Sr. Principal Architect	$240.00
Principal Architect	$230.00
Architect III	$210.00
Architect II	$200.00
Architect I	$190.00
Project Manager	$190.00
Design Manager	$190.00
Designer III	$160.00
Designer II	$145.00
Designer I	$110.00
Design Assistant	$ 90.00

PROJECT MANAGEMENT/CONSULTING SERVICES:

Chief Operating Officer	$240.00
Project Executive	$230.00
Funding Advisor	$230.00
Director of Engineering	$230.00
Senior Project Manager	$210.00
Project Manager	$190.00
Cost Estimator	$190.00
Senior Project Coordinator	$160.00
Project Coordinator	$145.00
Project Assistant	$ 90.00
Support Staff	$ 85.00
Consultants	Actual cost +10%

Reimbursable costs shall be billed at actual cost plus 10% and include reproduction for client deliverables, office consumables, mileage, shipping, telephone, software services, meeting costs, travel time, lodging, other project-specific services and expenses required to accomplish the work. Mileage will be reimbursed at the IRS standard mileage rate. These expenses shall not be considered a part of the overall maximum fee. All invoices are due and payable within 30 days of invoice date. All invoices for which payment is not received within 45 days will be assessed a 1.5% per month late charge (18% Annual Percentage Rate). This schedule is subject to adjustment every January 1st.

Board Meeting Agenda Item Information

Meeting Date:	June 22, 2022	Agenda Item: 212.326 Board Consideration of Approval of 2022-23 Expulsion Panel Members
Presenter:	Donna Mayo-Whitlock	Action Item: XX Information Item:

EC 48918(d) states that expulsion hearings may be heard by the Board, or the Board may appoint a panel of administrators to act in that capacity. The following administrators need to be formally confirmed by the Board of Trustees to serve as expulsion panel members.

Last Name	First Name	Title	School	School 2
Barron Castillo	Carlos	Principal	McCaffrey Middle School	
Del-Toro Anguiano	Claudia	Director of Curriculum	District	
Hayes	Judith	Principal	Lake Canyon Elementary School	
Hayes	Julie	Assistant Principal	River Oaks Elementary School	
Homdus	Christina	Principal	River Oaks Elementary	
Marquez	Laura	Assistant Principal	Valley Oaks Elementary School	Fairsite Elementary & Early Learning Center
Morris	Ellen	Assistant Principal	Lake Canyon Elementary	River Oaks Elementary
Nelson	David	Principal	Valley Oaks Elementary	
Nijjar	Kuljeet	Administrator	Fairsite Elementary & Early Learning Center	McCaffrey Middle School
Papineau	Laura	Assistant Principal	Lake Canyon Elementary	Marengo Ranch Elementary
Porter	Jennifer	Principal	Marengo Ranch Elementary	
Saldate	Joshua	Assistant Principal	McCaffrey Middle School	
Simonich	Stephanie	Principal	Greer Elementary	
Wheeler	Leah	Assistant Principal	Greer Elementary	Marengo Ranch Elementary

Board Meeting Agenda Item Information

Meeting Date: June 22,2022	Agenda Item: 212.327
	Board Consideration of Approval of GJUESD Board (BP), Administrative Regulations (AR) and Board Bylaw (BB):
	
	Business Services:
	  − **BP/AR 3230** Federal Grant Funds
	  − **BP/AR 4141.6/4241.6** Concerted Action/Work Stoppage
	Educational Services:
	  − **BP/AR 5111** Admission
	  − **BP/AR/E(1)/E(2) 6173** Education for Homeless Children
	Curriculum:
	  − **BP/AR 6143** Courses of Study
	Superintendent:
	  − **BP 4030** Non-discrimination in Employment
	  − **BB 9322** Agenda/Meeting Materials

Presenter: Lois Yount Donna Mayo Whitlock Nicole Lorenz Claudia Del Toro-Anguiano	**Action Item:** XX **Information Item:**

A first reading of the following CSBA sample Board Policies (BP), Administrative Regulations (ARs), and Board Bylaw (BB) was held on May 25, 2022 with no recommended revisions. Board approval is recommended.

Business Services:
- **BP/AR 3230** Federal Grant Funds
- **BP/AR 4141.6/4241.6** Concerted Action/Work Stoppage

Educational Services:
- **BP/AR 5111** Admission
- **BP/AR/E 6173** Education for Homeless Children

Curriculum:
- **BP/AR 6143** Courses of Study

Superintendent:
- **BP 4030** Non-discrimination in Employment
- **BB 9322** Agenda/Meeting Materials

POLICY GUIDE SHEET

Business Services

Board Policy 3230 - Federal Grant Funds

Policy updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 49506)**, effective November 12, 2020, which clarify and renumber requirements for the use and accounting of federal grant funds pursuant to the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (commonly called the "Uniform Guidance"). Policy reflects an amendment to the Uniform Guidance which extends the timeframe for submitting the final performance report from 90 to 120 calendar days after the ending date of the grant.

Administrative Regulation 3230 - Federal Grant Funds

Regulation updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 49506)**, effective November 12, 2020, which clarify and renumber requirements for the use and accounting of federal grant funds pursuant to the Uniform Guidance. Regulation reflects amendments to the Uniform Guidance which extend the timeframe for paying all obligations of federal funds from 90 to 120 calendar days after the end of the funding period; (2) require districts to give a preference to the purchase, acquisition, or use of goods, products, or materials from the United States as practicable; and (3) increase the threshold for "micro- purchases" and "small purchases" that qualify for simplified procurement procedures. Regulation also adds the requirement to provide for disciplinary actions to be applied when officers, employees, or representatives of the district violate conflict of interest standards. Section on "Personnel" revised to (1) add the district's responsibility to check employee records and ensure that the charges are accurate, allowable, and properly allocated and (2) clarify the documentation requirements for employees whose salary is paid with state or local funds but is used to meet a cost-sharing or matching requirement of the federal grant.

Board Policy 4141.6/4241.6 - Concerted Action/Work Stoppage

Policy updated to reflect NEW LAW (AB 237, 2021) which prohibits public employers from discontinuing employer contributions for health care or other medical coverage for employees who are participating in an authorized strike, as defined in law.

Administrative Regulation 4141.6/4241.6 - Concerted Action/Work Stoppage

Regulation updated to provide implementation language for NEW LAW (AB 237, 2021) which prohibits public employers from discontinuing employer contributions for health care or other medical coverage for employees who are participating in an authorized strike, as defined in law. Updated Regulation includes other consistent changes.

Policy 3230: Federal Grant Funds

Status: DRAFT

Original Adopted Date: Pending

The Governing Board recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

2. Accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.328 and 200.329

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income, and interest

4. Effective control over and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

The district shall submit financial and performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost-effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted no later than 120 calendar days after the ending date of the grant. (2 CFR 200.301, 200.328, 200.329)

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. The Superintendent or designee shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 120 calendar days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.344)

Procurement

When procuring goods and services with a federal grant, the Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.327 and Appendix II of Part 200, and with any applicable state bidding or procurement law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold established by the district in accordance with 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)

2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)

3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is

most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)

6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (2 CFR 200.318)

For any purchase of $25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.214)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.327)

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.313, 200.439)

Conflict of Interest

Governing Board members, district employees, and other district representatives shall not participate in the selection, award, or administration of a contract supported by federal funds if they have a real or apparent conflict of interest, such as when they or a member of their immediate family, their partner, or an organization which employs or is about to employ any of them has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

Persons involved in the selection, award, or administration of a contract supported by federal funds shall be subject to discipline for any violation of conflict of interest standards. (2 CFR 200.318)

Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project.

Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds shall document the amount of time they spend on grant activities. Such records shall be incorporated into the official records of the district and shall be subject to a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated in accordance with 2 CFR 200.430. (2 CFR 200.430)

Salaries and wages of employees whose salary is paid with state or local funds but are used to meet a cost-sharing or matching requirement of the federal grant shall be documented in the same manner as salaries and wages claimed for reimbursement under a federal grant. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.334, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.334)

Audits

Whenever the district expends $750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is

invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that prevents disruption to school operations and minimizes impact on student achievement.

The Board recognizes that advance planning is necessary to ensure that, in the event of a work stoppage, strike, or other concerted employee activity, students continue to receive educational services to which they are entitled. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, other district employees, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

However, the district shall not discontinue or threaten to discontinue employer contributions for health care or other medical coverage for any employee or their enrolled dependents for the duration of the employee's participation in an authorized strike, as defined in Government Code 3141 and specified in the accompanying administrative regulation.

Regulation 4141.6: Concerted Action/Work Stoppage

Status: DRAFT

Original Adopted Date: 02/27/2008

Maintenance of District Operations

During any work stoppage, strike, or other concerted employee activity, the Superintendent or designee shall take measures to minimize disruption to district operations and student learning. At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

Strike Plan

The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/guardians.

The strike plan shall address, at a minimum, the following elements:

1. Roles and responsibilities during a work stoppage, including roles of the Board, Superintendent, district-level staff, legal counsel, principals, certificated or classified staff when they are not participating in the strike, substitutes and other employees

2. Criteria for keeping schools open during a work stoppage, including potential costs, availability of qualified substitutes or other staffing, and the ability to maintain essential services and to ensure the safety of students and staff

3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate

4. Internal communications among district staff and the Board during a work stoppage

5. Plans for obtaining and paying for the services of and communicating with temporary or substitute employees

6. Status of district-paid benefits, including health care, insurance, vacation and sick leave benefits

7. Communications with parents/guardians, the media, business partners, public officials and other community members that identify key messages, strategies and district spokespersons

8. Equipment and supply needs

9. Desirability and feasibility of conducting extracurricular activities during a work stoppage including an analysis of the number of events and activities that would be affected, the availability of staffing, the degree of student and/or community participation and the ability to provide adequate security at events

10. Contingency plans for transportation

11. Contingency plans for the provision of food services

12. Identification of outside resources who may be called upon to help with school operations

13. Coordination with law enforcement and other agencies

14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members

15. Provisions for safe, effective board meetings

16. Cost estimates for the various strategies to be implemented during a work stoppage

17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization

18. Continuation of negotiations during a work stoppage

19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain any district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

Any employee withholding services may be subject to the loss of payroll deduction privileges.

Throughout the duration of any enrolled employee's participation in an authorized strike, the district shall not fail or refuse to maintain and pay for the employee's continued health care or other medical coverage or the coverage of their enrolled dependents, nor shall the district fail to collect and remit the employee's contributions to any such coverage. The district shall maintain the coverage at the same level and under the same conditions that the coverage would have been provided if the employee had continued to work in the employee's position for the duration of the strike. Health care or other medical coverage for this purpose includes coverage for medical, dental, vision, behavioral health, disability, accidental death and dismemberment, life, and supplemental health insurance benefits. (Government Code 3141-3142)

"Authorized strike" means a strike sanctioned by the central labor council or the membership of an employee organization that represents the striking employees, or one that is engaged in by unrepresented employees. (Government Code 3141)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, the employee shall be entitled to continued payment as long as the employee remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that prevents disruption to school operations and minimizes impact on student achievement.

The Board recognizes that advance planning is necessary to ensure that, in the event of a work stoppage, strike, or other concerted employee activity, students continue to receive educational services to which they are entitled. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, other district employees, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

However, the district shall not discontinue or threaten to discontinue employer contributions for health care or other medical coverage for any employee or their enrolled dependents for the duration of the employee's participation in an authorized strike, as defined in Government Code 3141 and specified in the accompanying administrative regulation.

Regulation 4241.6: Concerted Action/Work Stoppage
Status: DRAFT

Original Adopted Date: 02/27/2008

Maintenance of District Operations

During any work stoppage, strike, or other concerted employee activity, the Superintendent or designee shall take measures to minimize disruption to district operations and student learning. At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

Strike Plan

The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/guardians.

The strike plan shall address, at a minimum, the following elements:

1. Roles and responsibilities during a work stoppage, including roles of the Board, Superintendent, district-level staff, legal counsel, principals, certificated or classified staff when they are not participating in the strike, substitutes and other employees

2. Criteria for keeping schools open during a work stoppage, including potential costs, availability of qualified substitutes or other staffing, and the ability to maintain essential services and to ensure the safety of students and staff

3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate

4. Internal communications among district staff and the Board during a work stoppage

5. Plans for obtaining and paying for the services of and communicating with temporary or substitute employees

6. Status of district-paid benefits, including health care, insurance, vacation and sick leave benefits

7. Communications with parents/guardians, the media, business partners, public officials and other community members that identify key messages, strategies and district spokespersons

8. Equipment and supply needs

9. Desirability and feasibility of conducting extracurricular activities during a work stoppage including an analysis of the number of events and activities that would be affected, the availability of staffing, the degree of student and/or community participation and the ability to provide adequate security at events

10. Contingency plans for transportation

11. Contingency plans for the provision of food services

12. Identification of outside resources who may be called upon to help with school operations

13. Coordination with law enforcement and other agencies

14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members

15. Provisions for safe, effective board meetings

16. Cost estimates for the various strategies to be implemented during a work stoppage

17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization

18. Continuation of negotiations during a work stoppage

19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain any district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

Any employee withholding services may be subject to the loss of payroll deduction privileges.

Throughout the duration of any enrolled employee's participation in an authorized strike, the district shall not fail or refuse to maintain and pay for the employee's continued health care or other medical coverage or the coverage of their enrolled dependents, nor shall the district fail to collect and remit the employee's contributions to any such coverage. The district shall maintain the coverage at the same level and under the same conditions that the coverage would have been provided if the employee had continued to work in the employee's position for the duration of the strike. Health care or other medical coverage for this purpose includes coverage for medical, dental, vision, behavioral health, disability, accidental death and dismemberment, life, and supplemental health insurance benefits. (Government Code 3141-3142)

"Authorized strike" means a strike sanctioned by the central labor council or the membership of an employee organization that represents the striking employees, or one that is engaged in by unrepresented employees. (Government Code 3141)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, the employee shall be entitled to continued payment as long as the employee remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

POLICY GUIDE SHEET

Educational Services

Board Policy 5111 - Admission
Policy updated to reflect the distinction between compulsory education for students starting at age six and the requirement for districts to offer and admit students who are eligible for transitional kindergarten, delete the requirement for district enrollment applications to include information about health care options as the law requiring such information has self-repealed, and clarify that a student's residence is a location within the district that may be verified as part of school admission requirements.

Administrative Regulation 5111 - Admission
Regulation updated for consistency with NEW LAW (AB 130, 2021) which revises the timespans for transitional kindergarten (TK) admittance requirements to be phased in from the 2022-23 school year to the 2025-26 school year, as reflected in BP 6170.1 - Transitional Kindergarten.

Board Policy 6173 - Education for Homeless Children
Policy updated to reflect NEW LAW (AB 27, 2021) which requires districts to ensure that each school within the district identifies all homeless children and unaccompanied youths and to create a web page or post on the district website a list of district liaisons for homeless students, contact information for such liaisons, and specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness. Policy also updated to reflect AB 27 requirement for districts that receive American Rescue Plan Elementary and Secondary School Emergency Relief - Homeless Children and Youth funds to administer a housing questionnaire developed by the California Department of Education (CDE) to parents/guardians of all students and all unaccompanied youths and report to CDE the number of homeless children and unaccompanied youths enrolled in the district. In addition, policy updated to reflect NEW LAW (SB 400, 2021) which requires CDE to develop and implement a system to verify that districts are providing required training to district liaisons and other appropriate staff at least annually. Policy also updated for clarity and closer alignment with law.

Administrative Regulation 6173 - Education for Homeless Children
Regulation updated to add email address to the district liaison's contact information since the California Department of Education (CDE) collects email addresses as part of the consolidated application process. Regulation also updated to reflect (1) NEW LAW (SB 400, 2021) which requires CDE to provide training materials to district liaisons for the purpose of providing required professional development and support to school personnel who provide services to homeless students; (2) CDE's recommendation regarding how dispute resolution information may be provided to parents/guardians or unaccompanied youth when the student involved is an English learner, including in the native language of the individual or through an interpreter; and (3) NEW LAW (AB 27, 2021) which requires districts to create a web page or post on the district website a list of district liaisons, contact information for such liaisons, and specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness.

Exhibit(1) 6173 - Education for Homeless Children
Exhibit updated for closer alignment with the U.S. Department of Education's "Education for Homeless Children and Youths Program Non-Regulatory Guidance", change the term "verbal" to "oral" to stay consistent with language in the administrative regulation and the California Department of Education's (CDE) "Homeless Education Dispute Resolution Process" letter to districts, and add the district liaison for homeless students email address to the district liaison's contact information as email is such a widely used means of communication and CDE collects email addresses as part of the consolidated application process. Exhibit also updated for clarity and gender neutrality.

Exhibit(2) 6173 - Education for Homeless Children
Exhibit updated to change the term "verbal" to "oral" to stay consistent with language in the administrative regulation and the California Department of Education's (CDE) "Homeless Education Dispute Resolution Process" letter to districts, add the district liaison for homeless students email address to the district liaison's contact information as email is such a widely used means of communication and CDE collects email addresses as part of the consolidated application process, and add that a copy of the dispute form be provided to the parent/guardian or student disputing enrollment as this is recommended in CDE's "Homeless Education Dispute Resolution Process" letter to districts and is stated in the administrative regulation.

Policy 5111: Admission

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board encourages the enrollment and appropriate placement of all children who are eligible for enrollment in school. The Superintendent or designee shall inform parents/guardians of children seeking admission to a district school about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

Verification of Admission Eligibility

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residence within the district, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

The district shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student or the student's family members. (Education Code 234.7, 49076.7)

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or the student's parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for entry into grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The Superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or an inability to produce previous academic, medical, or other records normally required for enrollment. (Education Code 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

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Age of Admittance to Transitional Kindergarten, Kindergarten and First Grade

At the beginning of each school year, the Superintendent or designee shall enroll any eligible child whose fifth or sixth birthday is on or before September 1 of that year into kindergarten or first grade, as applicable. (Education Code 48000, 48010)

Admission into transitional kindergarten shall be in accordance with law and as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 48000)

On a case-by-case basis, and with the approval of the child's parent/guardian, a child who will turn five years old in a given school year may be enrolled in kindergarten at any time during that school year provided that: (Education Code 48000)

1. The Governing Board determines that admittance is in the best interest of the child.

2. The parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

The Superintendent or designee shall make a recommendation to the Board regarding whether a child should be granted early entry to kindergarten, as appropriate. In doing so, the Superintendent or designee shall consider various factors including the availability of classroom space and any negotiated maximum class size.

Documentation of Age/Grade

Prior to the admission of a child to kindergarten or first grade, the parent/guardian shall present proof of the child's age. (Education Code 48002)

Evidence of the child's age may include: (Education Code 48002)

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth

2. A duly attested baptism certificate

3. A passport

4. When none of the above documents is obtainable, an affidavit of the parent/guardian

5. Other means prescribed by the Board

The Governing Board believes that the identification of homeless students is critical to improving the educational outcomes of such students and ensuring that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall regularly review and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

The Superintendent or designee shall ensure that each district school identifies all homeless children and youths and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of homeless students, the Superintendent or designee shall annually administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for homeless students are provided in a manner and form understandable to the parents/guardians of homeless students and to unaccompanied youths.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students. Such professional development and technical assistance shall include, but are not limited to, training on the definitions of terms related to homelessness, the signs of homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students with appropriate housing and service providers. (Education Code 48852.5; 42 USC 11432)

The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for homeless students, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of homeless students.

Regulation 6173: Education For Homeless Children

Status: DRAFT

Original Adopted Date: 02/27/2008 | **Last Revised Date:** 02/24/2021

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals

2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings

3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Sophie Lor, School Social Worker
(title or position)
248 West A Street, Galt CA 95632
(address)
slor@galt.k12.ca.us
(email address)
209-745-2641 ext. 402
(phone number)

The district's liaison for homeless students shall: (Education Code 48851.5, 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies

2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools

3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district

4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

6. Disseminate public notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.

7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below

8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

9. Ensure that school personnel providing services to homeless students, including principals and other school leaders, attendance supervisors, teachers, enrollment personnel, and specialized instructional support personnel, receive professional development and other support

10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090

11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the collection and provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the

youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

2. Does not have clothing normally required by the school, such as school uniforms

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a homeless student, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area.

2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that the student is no longer homeless, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8

2. Through graduation if the student is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district

2. An explanation of why the action is proposed or refused

3. A description of any other options the district considered and the reasons that any other options were rejected

4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources

5. Appropriate timelines to ensure any relevant deadlines are not missed

6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position

2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved

3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process

4. Provide them a copy of the dispute form they submit for their records

5. Provide them the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter, and any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a homeless student to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that the student did not complete at the previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a homeless student who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high

school by the end of the fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of the student's school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for the student how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the ability to gain admission to a postsecondary educational institution

2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such

liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district's web site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

Exhibit (PDF) 6173-E PDF(1): Education For Homeless Children   **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

DISTRICT EXPLANATION OF DECISION
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT

> Note: The following form should be revised to reflect district practice. In its, "Education for Homeless Children and Youths Program Non-Regulatory Guidance," the U.S. Department of Education recommends that the written statement of any decision regarding a homeless student's eligibility, school selection, or enrollment include the elements specified below. See the accompanying administrative regulation.

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date:_____ Name of person completing form:_____
Title:_____ Phone number:_____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:
Name of parent(s)/guardian(s): _____
Name of unaccompanied student: _____

School requested:_____
District's placement decision (name of school):_____

Description of action(s) proposed/refused by the district related to eligibility, school selection, or enrollment, including an explanation of why the action(s) is proposed/refused:
_____
_____
_____
_____
_____

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence:
_____
_____
_____
_____
_____

Other options the district considered, if any, which were rejected for the following reasons:
_____

_____
_____
_____
_____
Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

_____
_____
_____
_____
_____

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next ___(insert number of days)___ days to request a Dispute Form. You may provide written or oral documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of the decision within ___(insert number of days)___ days.

If you are not satisfied with the Superintendent's decision, you may appeal to the _____(insert county name)_____ County Office of Education (COE). If you are not satisfied with the COE's decision, you may then appeal to the California Department of Education (CDE). The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION:

District Liaison: The district liaison is one of the primary contacts between homeless families and school or district staff. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of district's homeless liaison:_____
Address:_____
Email Address:_____
Phone number:_____

County Liaison: If you appeal the district's decision to the COE, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the COE. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials and notify you of the decision.

Name of County Office of Education homeless liaison:_____
Address:_____
Email Address:_____

Phone number:_____

State Coordinator: If you appeal the COE's decision to CDE, the county homeless liaison shall forward all written documentation and related paperwork to CDE's Homeless Education Program. The state coordinator will review the district, COE, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of state homeless coordinator:_____
Address:_____
Email Address:_____
Phone number: _____

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

Exhibit (PDF) 6173-E PDF(2): Education For Homeless Children   **Status:** DRAFT

Original Adopted Date: Pending

See PDF on the next page.

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared orally with the district's liaison for homeless students.

Date submitted:_____

Student's name:_____

Name of person completing form:_____

Relation to student:_____

Address:_____

Email address:_____

Phone number:_____

Name of school requested:_____

I wish to appeal the eligibility, school selection, or enrollment decision made by:

☐ District liaison ☐ District Superintendent   ☐ County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation orally.

_____

_____

_____

I have been provided with:

      ☐ A written explanation of the district's decision

      ☐ Contact information for the district's homeless liaison

      ☐ Contact information for the county office of education's homeless liaison

      ☐ Contact information for the state homeless coordinator

       A copy of this dispute form

POLICY GUIDE SHEET

Curriculum

Board Policy 6143 - Courses of Study

Policy updated to (1) expand student characteristics for which districts may not provide any course separately or require or refuse participation, (2) include that the district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares students for high school graduation and career entry, and (3) clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters.

Administrative Regulation 6143 - Courses of Study

Regulation updated to clarify that optional instruction in prenatal care is for pregnant individuals, to reflect **NEW LAW (AB 101, 2021)** which, subject to funding in the annual Budget Act or other statute, requires a one-semester course in ethnic studies beginning in the 2025-26 school year and as a requirement for graduation beginning with students who graduate in the 2029-30 school year, clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters, and add a new section "Financial Aid Requirements for Students in Grade 12 that reflects **NEW LAW (AB 132, 2021)** which (1) requires, starting in the 2022-23 school year, districts to confirm that each student in grade 12 completes and submits a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education and/or if a student is exempt from paying nonresident tuition, a California Dream Act Application (CADAA) to the Student Aid Commission unless the student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district, or the district, in specified circumstances, exempts the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and completes and submits an opt-out form on the student's behalf, (2) requires districts to ensure that each high school student in Grade 12, and if applicable the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA, and (3) that information shared by students and parents/guardians in completing and submitting the FAFSA and CADAA is handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information.

Policy 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 02/27/2008

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

Elementary Grades

The Board shall adopt a course of study for elementary and secondary grades (7-8) grades that sufficiently prepares students for the secondary course of study.

Regulation 6143: Courses Of Study   **Status:** DRAFT

Original Adopted Date: 02/27/2008

Grades 1-6

Courses of study for grades 1-6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)

3. Social sciences: age-appropriate instruction drawing in:

   a. The community and the world around us
   b. The history, resources, development, and government of California and the United States
   c. Eastern and Western civilizations
   d. The wise use of natural resources
4. Science: biological and physical aspects, with emphasis on inquiry and the place of humans in ecological systems (Education Code 51210)

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

6. Health: principles and practices of a healthy lifestyle (Education Code 51202, 51210)

   a. Personal safety and school resources

   b. Fire prevention

   c. The protection and conservation of resources

   d. The effects of drugs and alcohol
7. Physical education: with emphasis on physical activities conducive to health of body and mind (Education Code 51210)
8. Career awareness exploration

Grades 7-12

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of economics, geography, history, political science, with instruction in: (Education Code 51220)

   a. The history, resources, development, and government of California and the United States, including instruction in:

      i. The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States (Education Code 51204.5)

   b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the

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rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program. (Education Code 51220.2)

   c. The development of the American economic system, including the role of the entrepreneur and labor

   d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

   e. Eastern and western cultures and civilizations

   f. Contemporary issues

3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

6. Mathematics: mathematical understanding of concepts, operational and computational skills, and problem-solving strategies and procedures (Education Code 51220, 51224.5)

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)
8. Career technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

9. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

10. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

   a. The effects of alcohol, drugs and tobacco
   b. Violence protection and awareness
   c. Community School resources
   d. Protection and conservation of natural resources including fire prevention

POLICY GUIDE SHEET

Superintendent Office

Board Policy 4030 - Nondiscrimination in Employment
> Policy updated to reflect NEW LAW (SB 331, 2021) which makes unlawful a district's use of a nondisparagement agreement or other document that would deny an employee the right to disclose information about unlawful acts in the workplace, in exchange for a raise or bonus, with respect to any complaint or claim that involves workplace harassment or discrimination, not just those relating to sexual harassment or sexual assault. Policy also updated to reflect NEW LAW (SB 807, 2021) that makes it an unlawful employment practice for an employer to fail to maintain certain records in accordance with law, particularly when a workplace discrimination or harassment complaint has been filed with the California Department of Fair Employment and Housing.

Board Bylaw 9322 - Agenda/Meeting Materials
> Bylaw updated to reflect NEW LAW (SB 274, 2021) which requires districts with a website to email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet, if a person requests such items be delivered by email, unless it is technologically infeasible to do so. Bylaw also updated to include a focus on student well-being in the philosophical statement, add a provision for each agenda to include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian be excluded from the meeting minutes as required by law, and to make other clarifying changes.

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment

2. Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

    a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

    b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement

    c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

    d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who

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requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against the district or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful.   (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Department of Fair Employment and Housing, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

Each agenda shall state the meeting time and location and shall briefly describe each item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the Board meeting. (Government Code 54954.2)

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)

Any Board action that involves borrowing $100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the PRA. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	**Agenda Item: 212.328** Board Consideration of Approval of Declaration of Need for Fully Qualified Educators for 2022-23
Presenter: Claudia Del Toro-Anguiano	**Action Item:** XX **Information Item:**

When there is a shortage of fully credentialed teachers, the California Commission on Teacher Credentialing (CTC) requires school districts to file a Declaration of Need for Fully Qualified Educators prior to the issuance of any emergency permit and/or limited assignment permit for potential teachers who may qualify for such authorization. In addition, teachers that either possess the Intern Credential or enough units, in a specific area, are then declared 'intern ready' by our Human Resources Coordinator.

The Declaration of Need provides the district with flexibility and options to fill vacancies. This declaration must be presented to the Board, for approval, on an annual basis.
This Declaration of Need for Fully Qualified Educators includes six intern teachers who will participate in the District Intern Program, as well as the district's estimated need for one single subject teacher.

Board approval is recommended.

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter:_____   District CDS Code:_____

Name of County:_____   County CDS Code:_____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made

- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____   _____   _____
Name   *Signature*   *Title*

_____   _____   _____
Fax Number   *Telephone Number*   *Date*

_____
Mailing Address

_____
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____   County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____   County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ *Enclose a copy of the public announcement*
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____
Mailing Address

_____
EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS
Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS
Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?　　　　Yes　　No

If no, explain._____

Does your agency participate in a Commission-approved　　　　Yes　　　　No
college or university internship program?

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	**Agenda Item: 212.329** Board Consideration of Approval of Memorandum Of Understanding (MOU) Between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Salary Range Increase for Bilingual Instructional Assistants and Special Education Instructional Assistants
Presenter: Nicole Lorenz	**Action Item:** XX **Information Item:**

In conjunction with the movement of Instructional Assistants to Range J in 2021-22 due to the increase in minimum wage, this Memorandum of Understanding (MOU) re-aligns Bilingual Instructional Assistants to one range above an Instructional Assistant and Special Education Instructional Assistants one range above a Bilingual Instructional Assistant.

Proposed Salary Schedule:
Bilingual Instructional Assistants - CSEA Classified Hourly Range K
Special Education Instructional Assistants - CSEA Classified Hourly Range L

Fiscal Impact: Approximately $44,397

Funding Sources: Various depending on position; LCFF, Federal Title dollars, Special Education AB602, Local grants

Attachment: Memorandum of Understanding (MOU) and Proposed Salary Schedule

CSEA has ratified this MOU.

Board approval is recommended.

MEMORANDUM OF UNDERSTANDING (MOU)
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)

May 23, 2022

The Galt Joint Union Elementary School District ("District") and CSEA, have agreed to the following Memorandum of Understanding ("MOU") pertaining to salary range increase for Bilingual Instructional Assistants and Special Education Instructional Assistants.

A.

1. Effective July 1, 2022, the District agrees to move all Bilingual Instructional Assistants to Range K from Range J on the classified salary schedule.
2. Effective July 1, 2022, the District agrees to move all Special Education Instructional Assistants to Range L from Range K on the classified salary schedule.
3. The parties agree that this ongoing cost of $44,397 at 0.5% shall be deducted from the total compensation package to be negotiated for the 2022-23 fiscal year.

This MOU is subject to ratification by the bargaining unit and the governing Board.

_____
Isabel Valencia, Chapter Vice President
CSEA Chapter #362

May 23, 2022
Date

_____
Lois Yount, Superintendent
Galt Joint Union Elementary School District

May 23, 2022
Date

_____
Cesar Mata, Labor Relations Representative
CSEA

May 23, 2022
Date

APPENDIX A
2022-2023

CLASSES/POSITIONS	RANGE
District Personnel	
Accounts Payable Clerk	U
Accounts Receivable Clerk	AA
Budget Technician	AA
District Office Clerk II	U
Information Systems Technician	W
Payroll Technician	AA
Personnel Technician	U
Technology Assistant	W
Food Service	
Cafeteria Cashier	J
Food and Nutrition District Clerk	U
Food Service Lead	Q
Food Service Worker	J
Health	
Health Assistant II	Q
Health Secretary	T
Library	
Bright Futures Center Technician	P
Maintenance/Operations	
Custodian	R
Groundskeeper	S
Maintenance Technician	CC
Warehouse Worker/Delivery Driver	Q
School Site Clerical	
Bilingual Office Assistant	M
Bilingual Office Assistant, Special Programs	N
School Secretary I	P
School Secretary II	T
Student Support	
Bilingual Community Outreach Assistant	M
Bilingual Instructional Assistant/Expanded Learning	K
Early Childhood Home Visitor	J
Instructional Assistant	J
Instructional Assistant/Behavior Management	N
Instructional Assistant/Bilingual	**K**
Instructional Assistant/Expanded Learning	J
Instructional Assistant/Preschool	J
Instructional Assistant/Special Education	**L**
Registered Behavior Technician	P

APPENDIX A
2022-2023

Transportation	
Dispatcher	Y
Mechanic	CC
School Bus Driver	U
Trainer/Dispatcher	BB
Student Supervision	
Yard Supervisor	Yard Schedule

Inactive Positions	
Bus Driver Instructor	X
Business Services Clerk	Q
Campus Monitor Lead	Q
Central Office Clerk	L
Crossing Guards	Yard Schedule
Curriculum Clerk	U
Educational Interpreter	L
District Office Clerk I	Q
Family Advocate	J
Health Assistant I	K
Instructional Assistant/Health	J
Instructional Assistant/Physical Education	J
Instructional Assistant/Title 1	J
Library Technician	N
Mathematics Technician	J
Office Assistant	K
Parent Liaison	J
Prevention Specialist	L
Personnel Clerk	Q
Receptionist/Clerk	M

APPENDIX B
HOURLY WAGE SCHEDULE
2022-2023

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
J	15.01	15.54	16.31	17.14	18.01	18.46
K	15.38	15.92	16.73	17.57	18.46	18.92
L	15.76	16.31	17.14	18.01	18.92	19.40
M	16.16	16.73	17.57	18.46	19.40	19.88
N	16.56	17.14	18.01	18.92	19.88	20.38
O	16.98	17.57	18.46	19.40	20.38	20.89
P	17.40	18.01	18.92	19.88	20.89	21.40
Q	17.84	18.46	19.40	20.38	21.40	21.94
R	18.28	18.92	19.88	20.89	21.94	22.49
S	18.74	19.40	20.38	21.40	22.49	23.06
T	19.21	19.88	20.89	21.94	23.06	23.63
U	19.69	20.38	21.40	22.49	23.63	24.22
V	20.18	20.89	21.94	23.06	24.22	24.83
W	20.68	21.40	22.49	23.63	24.83	25.45
X	21.20	21.94	23.06	24.22	25.45	26.08
Y	21.73	22.49	23.63	24.83	26.08	26.73
Z	22.28	23.06	24.22	25.45	26.73	27.41
AA	22.83	23.63	24.83	26.08	27.41	28.09
BB	23.40	24.22	25.45	26.73	28.09	28.79
CC	23.86	24.70	25.96	27.27	28.65	30.02

LONGEVITY:

10 years	$750
15 years	$1,250
20 years	$2,000
25 years	$2,500

Effective 2021-2022 school year, unit members will be recognized for the college degree completion with an ongoing annual stipend of $250 Associate's Degree, increased to $500 for a Bachelor's Degree and increased to $1,000 for a Master's Degree. Beginning in 2022, annually "Declaration of Intent to Complete Units" must be submitted to district by Feb. 15th. Classified staff with current degrees must submit official transcripts by Sept. 1st of the declaration year.

Board Approved: February 23, 2022

Board Meeting Agenda Item Information

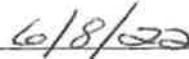| **Meeting Date:** June 22, 2022	**Agenda Item: 212.330** Board Consideration of Approval of Memorandum Of Understanding (MOU) Between the California School Employees Association and its Galt Chapter #362 (CSEA) and the GJUESD Regarding Article XIII Layoff and Reemployment
Presenter: Lois Yount	**Action Item:** XX **Information Item:**

Assembly Bill 438 made changes to Education Code 45117 related to classified layoffs. Due to this change, the District and CSEA have negotiated new language for Article XIII, Layoff and Re-employment. This new language follows Education Code 45117.

Board approval recommended.

MEMORANDUM OF UNDERSTANDING (MOU)
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)

June 7, 2022

The Galt Joint Union Elementary School District ("District") and CSEA, have agreed to the following revisions to Article XIII LAYOFF AND REEMPLOYMENT to comply with new laws.
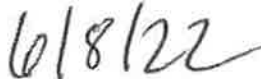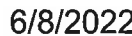
_____
Lori Jones, Chapter President
CSEA Chapter #362

_____6/8/22_____
Date

_____
Lois Yount, Superintendent
Galt Joint Union Elementary School District

_____6/8/22_____
Date

cesar mata
_____
Cesar Mata, Labor Relations Representative
CSEA

6/8/2022
_____
Date

ARTICLE XIII

LAYOFF & RE-EMPLOYMENT

A. 1. A layoff for the purpose of this Article shall be considered an involuntary separation of a permanent or probationary classified employee from active service due to lack of funds and/or lack of work. Layoffs shall be implemented in accordance with Education Code section 45117.

2. "Layoff for lack of funds or layoff for lack of work" includes any voluntary reduction in hours of employment or assignment to a classification or grade lower than that in which the employee has permanence, voluntarily consented to by the employee, in order to avoid interruption of employment by layoff.

3. In the event of a reduction in hours, the District and CSEA shall meet and negotiate upon the request of either party regarding the decision and effects of the reduction in hours.

4. Layoffs shall be made on a District-wide basis, and in reverse order of seniority in the classification in which the layoff occurs.

5. a. Seniority shall be determined by date of hire within each classification plus higher classifications

   b. Seniority shall be determined by date of hire within each classification plus higher classifications.

   c. Date of hire shall be that date on which an employee first rendered paid service in probationary/permanent status.

   d. Seniority shall be earned in each classification, plus higher classifications, in which the employee has rendered paid service.

   e. New employees hired on same date shall be ranked on the seniority list by lot.

6. An employee laid off in one (1) classification who previously gained permanent status in a higher, equal or lower classification may bump into that classification provided his/her seniority is greater than the employee being displaced unless higher classification is a classification from which the employee was involuntarily demoted under AR4218.

7. An employee displaced as a result of being bumped shall have the same bumping rights as stated in paragraph five (5) above and other rights granted in this article.

8. An employee who elects separation in lieu of either bumping or assignment into a lower classification shall maintain his/her reemployment rights as defined in this article.

9. a. A permanent or probationary employee who is to be laid off, shall be offered any temporary (substitute or short term) position available at that

time for which the employee is qualified. Reemployment rights shall not be affected.

b.   A permanent or probationary employee who is on the re-employment list will be given first consideration, before non-bargaining unit employees, for any substitute or short-term position available.

10.   Before a layoff occurs, the District shall develop a seniority list which shall be made available to CSEA and the employees who are to be laid off.

11.   Classification is defined as any position with a designated title and job description.

B.   1.   Except as set forth in paragraph 3 below, the Board of Education shall initiate layoffs by Board resolution adopted no later than March 15th of each school year. ~~After the Board has determine that there is a lack of work or a lack of funds and has made the decision to lay off employees, the District will issue notices of layoff to affected employees.~~

2.   Employees to be laid off, pursuant to paragraph 1, above, shall be notified no later than March 15th by certified/registered mail sent to the most recent address provided to the District by the employee.

3.   In accordance with Education Code §45117(g), when, as a result of the expiration of a specially funded program, classified unit positions are going to be eliminated at the end of the school year, and unit member(s) will be subject to layoff for lack of funds, the unit members to be laid off at the end of such program shall be given written notice of not less than sixty (60) days prior to the effective date of the layoff. If the termination date of any specially funded program is other than June 30, such notice shall be given not less than sixty (60) days prior to the effective date of layoff.

4.   For paragraph 3, above, layoffs, the notice shall be deposited in the U.S. Mail no less than ~~forty-six~~ sixty (~~46~~60) calendar days prior to the effective date of the layoff. A list of employees to be laid off shall be made to the CSEA President.

5.   All such notices pursuant to paragraph 1, 2, or 3, above, shall contain the effective date of layoff, displacement rights, if any, and reemployment rights.

C.   1.   Employees who have been laid off shall be placed on a reemployment list for a period of thirty-nine (39) months.

2.   Employees who elect fewer hours, or assignment to a lower classification, shall be maintained on the reemployment list for an additional twenty-four (24) months, for a total of sixty-three (63) months.

3.   Offers of reemployment shall be made in reverse order of layoff, within classification, as vacancies occur.

4.   An employee who has voluntarily consented to fewer hours in paid status in order to avoid separation from active service shall be placed on the reemployment list and shall be offered, by seniority, the opportunity to return to a position in his/her

former classification with the number of assigned hours at time of layoff or to a position with increased assigned time, at his/her option, as vacancies become available.

5.   An employee bumping into a lower classification position shall be offered, by seniority, reinstatement to his/her former classification into a position with equal or more hours, at his/her former classification into a position with equal or more hours, at his/her option, as vacancies become available.

6.   Individuals on the reemployment list have either:

   a.   three (3) days to respond to a verbal offer of reemployment which, if refused, will be followed by written verification of the refusal, or

   b.   five (5) days to respond to a written offer sent by certified/registered mail, beginning the day deposited in the U.S. Mail to the most recent address supplied to the District by the employee.

7.   a.   ~~Failure to respond within the time specified or refusal of employment after three offers shall cause the individual's name to be permanently removed from the reemployment list, however,~~

      b.   ~~Failure to respond to an offer upon first becoming eligible shall not cause the employee's name to be removed from the reemployment list provided the employee has previously notified the District in writing of his/her temporary unavailability to accept a reemployment offer.~~

      c.   ~~The period of unavailability shall be limited to one (1) occurrence and shall be for a period not to exceed thirty (30) calendar days.~~

8~~7~~.   A permanent or probationary employee who is laid off and is subsequently reemployed shall retain seniority earned prior to the effective date of the layoff.

D.   1.   Sick leave earned and unused at the time of separation from employment shall be restored upon being reemployed.

   2.   Sick leave credit earned at one (1) rate while in an employed status and unused at the time the hours in paid status are reduced, shall not change if the employee subsequently is assigned fewer hours.

      3.   Employees laid off while on paid leave shall retain their employee benefits until the effective date of layoff.

         4.   a.   Vacation time earned and unused at the time of layoff shall be paid off with the employee's final salary warrant.

   b.   Twelve (12) month employees accepting reduction of hours shall be paid the difference between their current earned vacation and what would have been earned in a reduced-hour assignment.

5.   For computation of credit toward longevity pay rate and additional vacation, time separated and on a reemployment list shall not be counted. However, credit for these purposes earned prior to separation will be restored upon reemployment.

6.   The District will continue to provide the current health, dental and vision insurance coverage for one (1) month following the employee's final scheduled day of service.

E.   If an employee feels that he/she was improperly laid off, the employee shall meet directly with the Superintendent to discuss the employee's complaint. If the complaint is valid, the employee shall be reinstated to his/her former position.

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	Agenda Item: 212.331 Board Consideration of Approval of Memorandum Of Understanding (MOU) Between the California School Employees Association and its Galt Chapter #362 and the GJUESD Regarding Creation of Transportation Department Clerk Position
Presenter: Nicole Lorenz	Action Item: XX Information Item:

In conjunction with the District Office re-structure, the Transportation Department needs clerk support to carry out or assist in carrying out various department functions.

Proposed Salary Schedule: CSEA Classified Hourly Range R

Fiscal Impact: Approximately $43,057 (50% of salary and benefits is reimbursed by Galt Joint Union High School District)

Funding Sources: General Fund

Attachments: Memorandum Of Understanding (MOU), Job Description, and Salary Schedule

Pending CSEA ratification.

Board approval is recommended.

MEMORANDUM OF UNDERSTANDING (MOU)
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
GALT CHAPTER #362 (CSEA)
and the
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT (DISTRICT)

June 13, 2022

The Galt Joint Union Elementary School District ("District") and CSEA, have agreed to the following Memorandum of Understanding ("MOU") pertaining creation of the Transportation Department Clerk position.

A.

1.   Effective July 1, 2022, the District agrees to the creation of a Transportation Department Clerk position placed on Range R.

This MOU is subject to ratification by the bargaining unit and the governing Board.

_____
Lori Jones, Chapter President
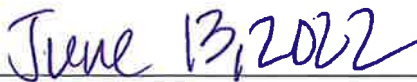CSEA Chapter #362

_6 - 14 -22_____
Date

_____
Lois Yount, Superintendent
Galt Joint Union Elementary School District

_June 13, 2022_____
Date

_cesar mata_____
Cesar Mata, Labor Relations Representative
CSEA

6/14/2022
_____
Date

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

JOB TITLE: Transportation Department Clerk

DESCRIPTION OF BASIC RESPONSIBILITIES

To perform a variety of operational support functions for the District's Transportation department.

SUPERVISOR: Transportation Supervisor

TYPICAL DUTIES

1. Performs varied clerical duties to assist in responsive department services.
2. Produces and maintains department calendars.
3. Produces correspondence, policies, memos, forms, and other documents from dictation notes, rough drafts, or verbal instructions as directed by supervisor.
4. Enters information and maintains District and/or Department systems as needed.
5. Assists in preparing daily, weekly, and monthly department schedules.
6. Prepares information needed for reports, data, and records for supervisor to submit to appropriate agency or governmental office as required.
7. Establishes and maintains a variety of records, logs, and filing systems pertaining to department area(s) of responsibility.
8. Assist with dispatching of bus operators, radio contact with buses and contacting parents.
9. Confer with administrative personnel, drivers, site personnel, and the public on transportation services and problems.
10. Attends meetings, workshops, and other functions as required.
11. Performs other duties similar in scope and function.

EMPLOYMENT STANDARDS:

   Knowledge of:
   ●   Modern office methods, techniques, and procedures including filing systems, business correspondence writing and telephone techniques;
   ●   Mathematical skills to prepare a variety of reports.
   ●   A variety of computer software programs including word processing, excel database, and the transportation management system.
   ●   Proper English usage, grammar, punctuation, vocabulary, and spelling.

Ability to:
- Plan, organize, and participate in the operational activities of assigned responsibilities.
- Operate a variety of standard office machines and equipment including computer, printer, calculator, and copier.
- Understand and carry out a variety of oral and written instructions independently.
- Analyze situations and take appropriate action regarding routine procedural matters without immediate supervision.
- Word process accurately at a rate required for successful job performance.
- Perform mathematical calculations accurately.
- Compose correspondence independently.
- Establish and maintain efficient information/retrievable systems and prepare reports as directed.
- Meet and maintain the physical requirements necessary to perform assigned job duties in a safe and effective manner.
- Communicate effectively in both oral and written forms.
- Maintain effective work relationships with those contacted while performing required duties.
- Ability to read printed materials

EDUCATION, EXPERIENCE & REQUIREMENTS

- High school diploma or equivalent.
- Prior job-related clerical experience.
- Pass District Clerk exam
- TB test clearance.
- Criminal Justice fingerprint clearance.

MEDICAL CATEGORY

1. Ability to lift 25 lbs. or carry an object weighing over 15 lbs.

Board approved on

APPENDIX A
2022-2023

CLASSES/POSITIONS	RANGE
District Personnel	
Accounts Payable Clerk	U
Accounts Receivable Clerk	AA
Budget Technician	AA
District Office Clerk II	U
Information Systems Technician	W
Payroll Technician	AA
Personnel Technician	U
Technology Assistant	W
Food Service	
Cafeteria Cashier	J
Food and Nutrition District Clerk	U
Food Service Lead	Q
Food Service Worker	J
Health	
Health Assistant II	Q
Health Secretary	T
Library	
Bright Futures Center Technician	P
Maintenance/Operations	
Custodian	R
Groundskeeper	S
Maintenance Technician	CC
Warehouse Worker/Delivery Driver	Q
School Site Clerical	
Bilingual Office Assistant	M
Bilingual Office Assistant, Special Programs	N
School Secretary I	P
School Secretary II	T
Student Support	
Bilingual Community Outreach Assistant	M
Bilingual Instructional Assistant/Expanded Learning	K
Early Childhood Home Visitor	J
Instructional Assistant	J
Instructional Assistant/Behavior Management	N
Instructional Assistant/Bilingual	J
Instructional Assistant/Expanded Learning	J
Instructional Assistant/Preschool	J
Instructional Assistant/Special Education	K
Registered Behavior Technician	P

Transportation	
Dispatcher	Y
Mechanic	CC
School Bus Driver	U
Trainer/Dispatcher	BB
Transportation Department Clerk	**R**
Student Supervision	
Yard Supervisor	Yard Schedule

Inactive Positions	
Bus Driver Instructor	X
Business Services Clerk	Q
Campus Monitor Lead	Q
Central Office Clerk	L
Crossing Guards	Yard Schedule
Curriculum Clerk	U
Educational Interpreter	L
District Office Clerk I	Q
Family Advocate	J
Health Assistant I	K
Instructional Assistant/Health	J
Instructional Assistant/Physical Education	J
Instructional Assistant/Title 1	J
Library Technician	N
Mathematics Technician	J
Office Assistant	K
Parent Liaison	J
Prevention Specialist	L
Personnel Clerk	Q
Receptionist/Clerk	M

APPENDIX B
HOURLY WAGE SCHEDULE
2022-2023

RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
J	15.01	15.54	16.31	17.14	18.01	18.46
K	15.38	15.92	16.73	17.57	18.46	18.92
L	15.76	16.31	17.14	18.01	18.92	19.40
M	16.16	16.73	17.57	18.46	19.40	19.88
N	16.56	17.14	18.01	18.92	19.88	20.38
O	16.98	17.57	18.46	19.40	20.38	20.89
P	17.40	18.01	18.92	19.88	20.89	21.40
Q	17.84	18.46	19.40	20.38	21.40	21.94
R	**18.28**	**18.92**	**19.88**	**20.89**	**21.94**	**22.49**
S	18.74	19.40	20.38	21.40	22.49	23.06
T	19.21	19.88	20.89	21.94	23.06	23.63
U	19.69	20.38	21.40	22.49	23.63	24.22
V	20.18	20.89	21.94	23.06	24.22	24.83
W	20.68	21.40	22.49	23.63	24.83	25.45
X	21.20	21.94	23.06	24.22	25.45	26.08
Y	21.73	22.49	23.63	24.83	26.08	26.73
Z	22.28	23.06	24.22	25.45	26.73	27.41
AA	22.83	23.63	24.83	26.08	27.41	28.09
BB	23.40	24.22	25.45	26.73	28.09	28.79
CC	23.86	24.70	25.96	27.27	28.65	30.02

LONGEVITY:

10 years	$750
15 years	$1,250
20 years	$2,000
25 years	$2,500

Effective 2021-2022 school year, unit members will be recognized for the college degree completion with an ongoing annual stipend of $250 Associate's Degree, increased to $500 for a Bachelor's Degree and increased to $1,000 for a Master's Degree. Beginning in 2022, annually "Declaration of Intent to Complete Units" must be submitted to district by Feb. 15th. Classified staff with current degrees must submit official transcripts by Sept. 1st of the declaration year.

Board Approved: February 23, 2022

Board Meeting Agenda Item Information

Meeting Date: June 22, 2022	Agenda Item: 212.332 Board Consideration of Approval of Resolution No. 18; Resolution to Reduce or Eliminate Classified Staff Due to Lack of Work/Lack of Funds
Presenter: Lois Yount	Action Item: XX Information Item:

Based upon lack of work or lack of specially funded programs, the District is eliminating a position and reducing hours and days for a position. Both of these positions have been created or funded using special funds.

1. Elimination of District Clerk II (District)
2. Reducing hours and days for one Bilingual Instructional Assistant (Valley Oaks)

With the elimination of a District Clerk II, the district will be hiring two new classified positions; (1) Bilingual Office Assistant, (1) Transportation Department Clerk (pending approval of new job description).

The Bilingual Instructional Assistant position that is being reduced is currently vacant. The District has increased Instructional Assistants using other funds for Expanded Learning and Transitional Kindergarten.

Board approval is recommended.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION NO. 18

RESOLUTION TO REDUCE OR ELIMINATE CLASSIFIED STAFF
DUE TO LACK OF WORK/LACK OF FUNDS

WHEREAS, Education Code sections 45114, 45117, 45298, and 45308, and Article XIII of the negotiated agreement between the Galt Joint Union School District and the Galt California School Employees Association, Chapter No. 362, and applicable Board Policy and Administrative Regulation, permit the Board of Trustees to eliminate or reduce in hours classified positions due to lack of work or lack of funds;

WHEREAS, the Board of Trustees of the Galt Joint Union School District has determined that it shall be necessary and in the best interest of the District to eliminate or reduce in hours the following positions in the District not later than August 23, 2022 due to lack of work or lack of funds:

Position Eliminated: Classification:	Number of Positions	Hours
District Clerk II	1	8

Position Reduced: Classification:	Number of Positions	Hours / Days
Bilingual Instructional Assistant	1	1.25 / 11 Days

NOW, THEREFORE, BE IT RESOLVED that as of the close of the business day on August 23, 2022, the above referenced classified positions shall be eliminated or reduced in hours.

BE IT FURTHER RESOLVED that the Superintendent, or Superintendent's designee, is authorized and directed to give notice to the affected classified employees by either June 24, 2022, for specially funded employees, or not later than sixty (60) days prior to the effective day of layoff as set forth above in accordance with the requirements of the law.

ADOPTED by the Board of Trustees of the Galt Joint Union School District on June 22, 2022, by the following vote:
AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

_____
President, Board of Trustees
Galt Joint Union Elementary School District

Attested:

I certify that the foregoing resolution was adopted by the Board of Trustees of the Galt Joint Union School District, County of Sacramento, on the date shown above.